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ABSTRACT

This report provides financial, demographic, personnel, and performance information on Wisconsin's Title I program, designed to assist some educationally disadvantaged students. This information is presented in descriptive summaries, tables, and graphs for fiscal year 1981-82, with some comparisons fiscal year 1981-82, with some comparisons between 1981-82 and other years. Chapter I summarizes the report's findings. Chapter II outlines the program's objectives, major activities, and funding. Chapter III describes the following aspects of the program: (1) procedures for identifying eligible schools and students; (2) instructional and support services provided, groups of students served, and academic subjects emphasized; (3) program staff; (4) opportunities for parental involvement; and (5) racial and ethnic profiles of the population served. Finally, chapter IV reports the effects of the program. Following a summary of evaluation and reporting methods, student achievement gains in reading, language arts, and mathematics are reported using Normal Curve Equivalents. Three appendixes contain a Title I application form, an annual evaluation form, and an achievement data worksheet. (MCG)

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STATE OF WISCONSIN
TITLE I ESEA
EVALUATION REPORT

FY 1981-82

EA 016 910

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
HERBERT J. GROVER, STATE SUPERINTENDENT

STATE OF WISCONSIN

TITLE I ESEA EVALUATION REPORT

FY 1981-82

Wisconsin Department of Public Instruction
Division for Instructional Services
Special Needs Section
ECIA, Chapter 1 Unit

1984

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Title I ESEA

Fiscal Year 1982 Statistical Summary

Years in Operation:

Seventeenth Year in Operation FY 1966-1982

Number of Public School Districts Served 1981-82

413

Number of Children Served:

Public	60,592
Private	3,967
Neglected and Delinquent (N&D)	594
TOTAL	65,153

Number of Staff Personnel:

Regular School Term	2,757 FTEs
Summer School Term	115 FTEs

Estimated Expenditures	Total Allotment
$45,780,941	$46,048,821

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INTRODUCTION

Title I of the Elementary and Secondary Education Act (ESEA) P.L. 89-10 was enacted by Congress and became law with the signature of President Lyndon B. Johnson on April 22, 1965. This reporting year, 1982, marks the seventeenth and the final year of ESEA Title I. Title I was designed and implemented to assist educationally disadvantaged public and private school students who were functioning below their expected grade level and enrolled in schools that met certain economic criteria. Although the general intent of the legislation has remained the same through the years, many amendments were made by subsequent Congresses since the original Act was signed. For example, P.L. 93-380 directed the United States Commissioner of Education to provide state education agencies with evaluation models. Therefore, it became possible to aggregate data from different programs from a variety of districts and each of the states. That data included participation, staffing, instructional treatment and educational impact of the Title I program. To a great extent, the comprehensive information collected and transmitted to Congress by the Education Department had a positive impact upon the continuation including funding of the general concept of the original legislation. As a result, the Education Consolidation and Improvement Act of 1981 or ECIA Chapter I took effect in FY 83.

The major purpose of this publication is to present an overview of various elements of Title I in Wisconsin. It summarizes the information derived from Title I grant applications and evaluations submitted to the Wisconsin Department of Public Instruction (DPI) (See Appendices A, B & C) Title I office by the responsible professionals in local educational agencies. Included in this report are basic statistics, instructional impact, staffing, project characteristics, and parent involvement.

This document is organized into four chapters, the first of which is a brief "executive summary" describing major findings and highlights. Subsequent chapters provide more detailed information on the nature and implementation of compensatory supplemental educational programs and on the nature and impact of such services on student achievement.

CHAPTER I

MAJOR FINDINGS AND HIGHLIGHTS

Chapter I contains a summary of the major findings of this report. The supportive information is presented in the remaining chapters. The principal findings for FY 82 are:

- In Wisconsin, Title I was the largest Federal aid program in elementary and secondary education, with appropriations growing from a low of $18,505,675 in FY 66 to a high of $49,809,107 in FY 81. FY 82 was funded at $46,048,821, a bit less than the highest year.

- About 96 percent of all Wisconsin school districts accepted Title I funds in FY 82.

- An unduplicated count of 65,153 of Wisconsin's educationally needy students were enrolled in one of the following instructional functions: Reading, Language Arts, Mathematics, Prekindergarten/Kindergarten or Early Childhood.

- The average cost per pupil enrolled in the supplemental program was $645. The average cost per function per child was $509.

- Approximately one percent of the total Title I financial allotment to Wisconsin was utilized for the state agency administrative operation. Ninety-nine percent of Wisconsin's allotment was distributed as financial aid to Local Education Agencies, Schools for Neglected and Delinquent, Adult Correctional Institutions with needy students under age 21 who did not have a school diploma, and children of migrant families.

- Targeting of school attendance centers for Title I services was accomplished by a variety of acceptable ranking procedures. The instructional emphasis and selection of students was accomplished through the annual needs assessment.

- The most popular instructional mode was a pull-out setting with instructional periods of 30-45 minutes meeting three to five times per week and usually a pupil-teacher ratio of three or four to one.

- Approximately 94 percent of the students served by Title I were public school students and 6 percent of the school students served by Title I were private school students..

- Four out of five students were enrolled in pre-kindergarten through grade six. Less than one out of five were of middle and high school age. Most of the students were enrolled during the regular school year as opposed to summer school only.

- Nearly ninety percent of the instructional services offered were basic academics. The remainder were early childhood projects.

- The most popular supportive service granted to students was transportation. This service was extended mostly to preschool and private school children and most often during the summer term.

- It was reported that 2,757 FTEs (Full-Time Equivalent) Title I personnel were employed during the regular school year and 115 FTEs during the summer term.

- Approximately 62 percent of the employed staff were teachers, 31 percent were teacher aides, and the remainder were program support staff.

- More than 6,000 parents (unduplicated count) or approximately one of every ten parents of Title I students were reported to have been involved in the program mostly as advisors or classroom volunteers.

- Slightly less than 75 percent of the Title I participants were White, about 17 percent were Black, about five percent were Hispanic, and the remainder American Indian or Asian/Pacific Islanders.

- For approximately two-thirds of the Title I enrollees, Reading/Language Arts was the most popular cognitive function. The Mathematics phase served the remaining one-third.

- The average composite Normal Curve Equivalent (NCE) for each of the cognitive functions at all grade levels was 6.0.

- Most compensatory education students experienced higher achievements per school year than similar students who did not receive services.

CHAPTER II

PROGRAM OBJECTIVES AND OPERATIONS

Public Law Provisions

Title I of the Elementary and Secondary Education Act (ESEA) was enacted in 1965 "to provide financial assistance . . . to expand and improve . . . educational programs . . . which contribute particularly to meeting the special needs of educationally deprived children" (ESEA Title I, Section 101, P.L. 89-10, as amended by P.L. 95-561).

Section 124, which stated the requirements for local district programs, specified under subsection (a) "Purpose of Program" that a district may use Title I funds only for programs "designed to meet the special educational needs of children . . ." and must include in its project evaluation "objective measurements of educational achievement" (subsection (g)).

The operations of Title I were clearly specified in the law and accompanying regulations, and were described in terms of eight major activities: (1) the allocation of funds to districts, (2) the identification of eligible schools, (3) the selection of eligible students, (4) the provision of services to them to meet their needs, (5) the documentation that Title I services do not replace those they are already entitled to (from district, State, or other Federal programs), (6) inclusion of important groups such as parents in decision-making, (7) evaluation of the efforts, and (8) State and local district administration of the program components described above.

Financial Allotments

During FY 82, 415 Local Education Agencies (LEAs) and the State Education Agency (SEA) provided services funded under Title I with the total allocation of $46,048,821. The entire Title I program included basic grants to LEAs, State administered programs for Migrant Education Programs, and programs for Neglected and Delinquent Children. (See Table I).

TABLE 1

Funding History of ESEA Title I

Year	Allocation	Year	Allocation
1966	$18,505,675	1975	$ 30,025,049
1967	14,931,330	1976	32,002,783
1968	15,477,028	1977	32,782,836
1969	14,540,734	1978	37,216,973
1970	17,606,556	1979	43,104,710
1971	18,487,302	1980	49,707,786
1972	20,052,405	1981	49,809,107
1973	24,845,575	1982	46,048,821
1974	24,029,151	Total	489,193,771

To meet its goals and objectives, the State of Wisconsin had an available allotment of $46,048,821 from the federal government to support Title I during the 1982 fiscal year. (See Table 2). Wisconsin's Title I Basic Grant program in 413 school districts (96 percent) endeavored to meet the special academic needs of 65,153 pupils (unduplicated count) with a total of $42,078,358, at an average per pupil cost of $645. However, as many of the Title I participants received multiple services, that is, one pupil enrolled in two or more instructional functions (e.g., reading and mathematics), the average per function per child unit (82,664 units) cost was $509.

TABLE 2

TITLE I ALLOTMENTS FOR WISCONSIN

FY 82

	Subtotals		Percent of Total
Aids to Local Education Agencies	$41,573,032	Total Basic Grant	90.3
Neglected and Delinquent	505,326	$42,078,358.	1.1
Adult Correctional	281,997		0.6
Handicapped	1,784,119		3.9
Migrant	1,427,211		3.1
SEA Administration	477,136		1.0
TOTAL	$46,048,821		100.0

$42,078,358 ÷ 65,153 = $645 per student

$42,078,358 ÷ 82,664 = $509 per function per child unit

CHAPTER III

OVERVIEW OF WISCONSIN'S TITLE I PROGRAM

Identification of Eligible Schools

The federal government required the LEAs to rank their attendance areas on the basis of the concentrations of children, age 5 to 17, according to total of low income families as determined by census counts, AFDC, free lunch, housing, health, etc.

Several alternative ranking procedures to identify eligible schools acceptable included simple ordering; application of the 25 percent rule; serve previously eligible attendance areas; eligibility by actual enrollment; or, ranked areas having a greater incidence of educational deprivation.

Selection of Eligible Students

The selection of students eligible to participate in Title I was made through an assessment of the special educational needs of children residing in eligible attendance areas. This needs assessment was accomplished to: (1) identify the educationally deprived students, (2) identify the general instructional areas for the program to focus upon, and (3) diagnose the specific educational needs of students.

Once the eligible attendance areas and general instructional areas of emphasis were identified, the district selected as participants those students who showed the greatest educational need for those services.

Project Setting

The type of setting in which the Title I project took place was characterized as regular class, pull-out laboratory, or a combination of methods. Narrative comments and on-site program reviews by SEA consultants supports the observation that students in Wisconsin schools were more likely to be served in pull-out projects than any other setting. This was especially true for reading and mathematics projects in grades two through six. It was reported that relatively few students were served in laboratories with machines for instruction, and few were served by a combination of methods.

Amount of Instruction

The amount of Title I instruction varied according to number of hours per week and the total number of hours of Title I instruction received during the year. The typical second grade student received Title I instruction daily for a total of two to three hours per week regardless of the kind of instructional offering. The more mature students were programmed for longer periods of instruction but also for a total of two to three hours per week.

Student to Teacher Ratio

Title I students tended to be instructed in small groups. According to verbal reports and on-site state consultant visitation reports, most of the elementary school students were served in settings where the student to teacher ratio was 10:1 or less. The majority had a ratio of three or four to one adult. The more mature students were also instructed in settings with low pupil teacher ratios. Thus, the overall student to teacher ratio was less than 35:1 per day of instruction.

Provision of Instructional Services

Title I services were primarily instructional in nature. By federal law those services were to be sufficient in scope to show promise of remediating student needs, showing consideration for evaluating and sustaining student gains, and whenever possible, guided by a plan developed for each student. Services were to be available to students in public and nonpublic schools in the public school attendance areas identified as eligible.

In FY 82, the State of Wisconsin assisted LEAs to implement Title I Basic Grant projects for a total of 65,153 students. Of that total, 61,186 (94 percent) were enrolled in the public schools and 3,967 (6 percent) represented students served who were from nonpublic schools. (See Table 3). The educational services for these pupils were concentrated in the first through sixth grade levels, serving 67 percent of the total. The smallest group of served, less than one percent, were enrolled in the twelfth grade. There was a gradual decrease from the fourth grade (10.3 percent) through the twelfth grade (.7 percent). The most usual grades where Title I serviced students were concentrated were in grades kindergarten through grade six (75 percent). The greatest percentage of Title I students were in grade one (13.7 percent). (See Figure 1). When comparing those statistics of FY 82 with FY 81, there has been a slight decrease in percent in the preschool categories and an increase at the elementary and high school grades. The total number of students reported served with Title I services decreased from 74,386 in FY 81 to 65,153 to FY 82. (See Wisconsin's Evaluation Report of FY 81).

Although the major thrust of Wisconsin's Title I projects was during the regular school year (See Table 4), a total of 756 students from pre-kindergarden through grade eight were enrolled in the summer term program during FY 82. (See Table 5). The highest percentage of students (17.6 percent) at any grade during the summer term was Pre-Kindergarten. (See Table 5.) A total of 467 students (60 percent) had not attended school beyond the first grade.

TABLE 3

Total Number of Public and Nonpublic Students by Grade
Regular Session and Summer Term Combined
(Unduplicated Count)

Grade	Public*	Nonpublic	Total	%
Pre-K	3,731	16	3,747	5.8
K	5,520	61	5,581	8.6
1	8,342	501	8,843	13.7
2	7,516	939	8,455	13.0
3	7,961	551	8,512	13.2
4	6,176	518	6,694	10.3
5	5,566	447	6,013	9.2
6	4,518	332	4,850	7.4
7	3,397	228	3,645	5.6
8	2,865	157	3,222	4.3
9	2,588	140	2,728	4.2
10	1,705	54	1,759	2.7
11	854	17	871	1.3
12	447	6	453	.7
TOTAL	61,186	3,967	65,153	100.0

*The public school's student count includes those students who were in homes for Neglected and Delinquent (N&D's) and projects which were conducted by Local Education Agencies (LEAs).

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Percent of Title I Participants by Grade
Public, Nonpublic, N & D All School Terms
Unduplicated Count N = 65153

Figure 1

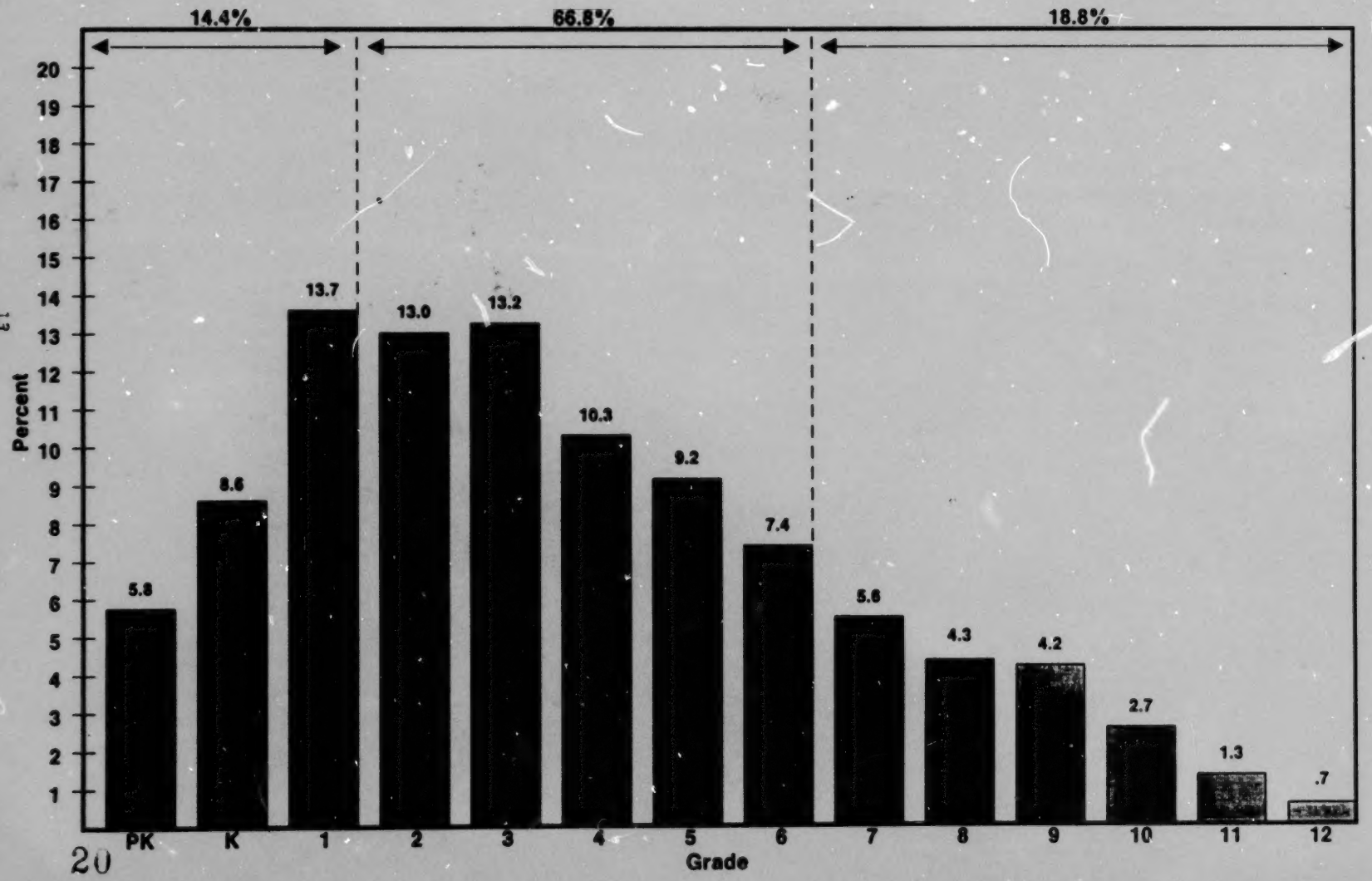

TABLE 4

Total Number of Public and Nonpublic Students by Grade
Regular Term
(Unduplicated Count)

Grade	Public	Nonpublic	Total	%
Pre-K	3,600	14	3,614	5.6
K	5,456	41	5,497	8.5
1	8,275	436	8,711	13.6
2	7,446	891	8,337	12.9
3	7,919	501	8,420	13.1
4	6,129	485	6,614	10.3
5	5,534	416	5,950	9.2
6	4,484	318	4,802	7.5
7	3,393	228	3,621	5.6
8	3,863	157	3,020	4.7
9	2,588	140	2,728	4.2
10	1,705	54	1,759	2.7
11	854	17	871	1.4
12	447	6	453	.7
Total	60,693	3,704	64,397	100.0

TABLE 5

Total Number of Public and Nonpublic Students by Grade
Summer Term
(Unduplicated Count)

Grade	Public	Nonpublic	Total	%
Pre-K	131	2	133	17.6
K	64	20	84	11.1
1	67	65	132	17.5
2	70	48	118	15.6
3	42	50	92	12.2
4	47	33	80	10.6
5	32	31	63	8.3
6	34	14	48	6.3
7	4	-	4	.5
8	2	-	2	.3
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
Total	493	263	756	100.0

Title I eligible students received multiple services during regular and summer school terms. They participated, for example, in a reading program as well as a mathematics program and also received transportation. (See Table 6).

During the regular school term, the Title I instructional staff provided service to 77,880 participants (Duplicate Count). Reading and Language Arts projects served 45,061 (58 percent), including 473 N&D students. Mathematics instruction was provided to 23,524 (30 percent) students. The regular term "Supportive Service" concentrated efforts in attendance, guidance counseling, social work and psychological services; health and nutrition, transportation, and other support services--serving 4,784 or 5.8 percent of the Title I eligible students. (See Table 7; Figures 2 and 3).

Summer term programs emphasized Language, Reading, and Mathematics instruction (88 percent). Transportation was provided to ninety percent of the attendees. All of the students receiving the special guidance service were classified as nonpublic. The duplicated count indicates that nearly 800 students were served in the academic subjects during the FY 82 summer term while the FY 81 summer school term served more than double (1,982) that number. Two-thirds of the number of FY 81 summer term enrollees were not enrolled during Summer of FY 82. (See Table 8).

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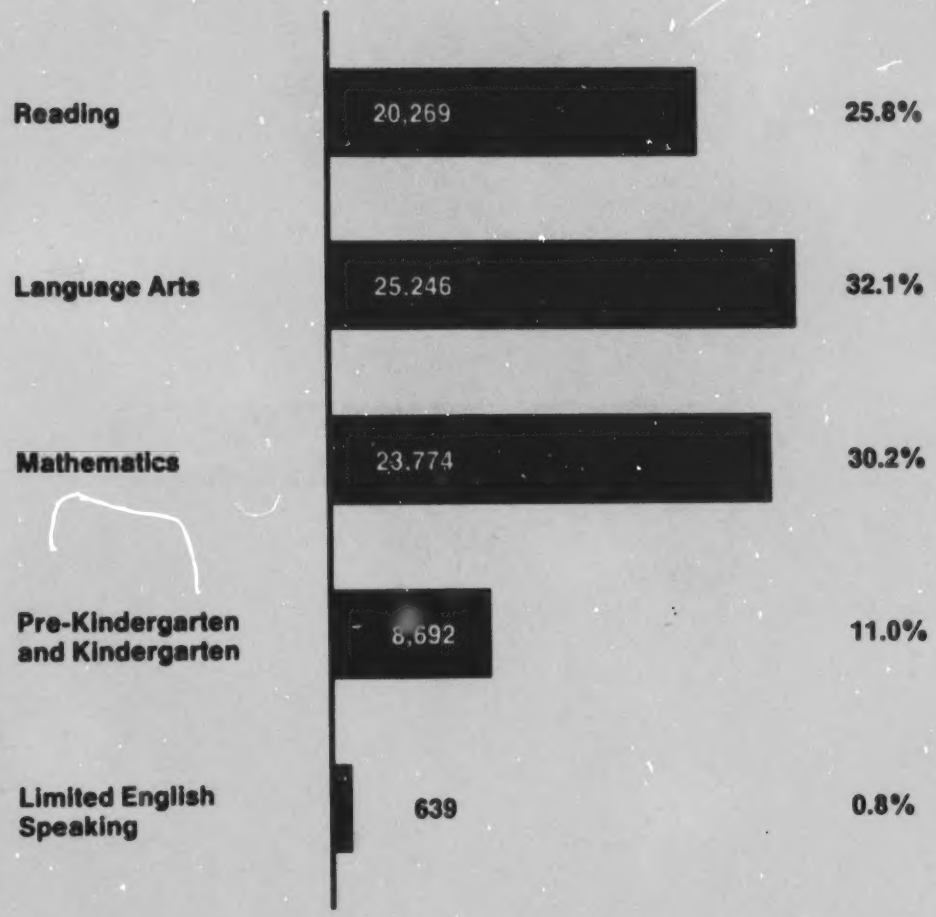
TITLE I PERFORMANCE REPORT

Number of Students Served by Instructional Service Area
All School Terms
Duplicated Count N = 78,677

Figure 2



WISCONSIN 1981 - 82
TITLE I PERFORMANCE REPORT

Number of Students Served by Supportive Services
All School Terms
Duplicated Count N = 5,142

Figure 3

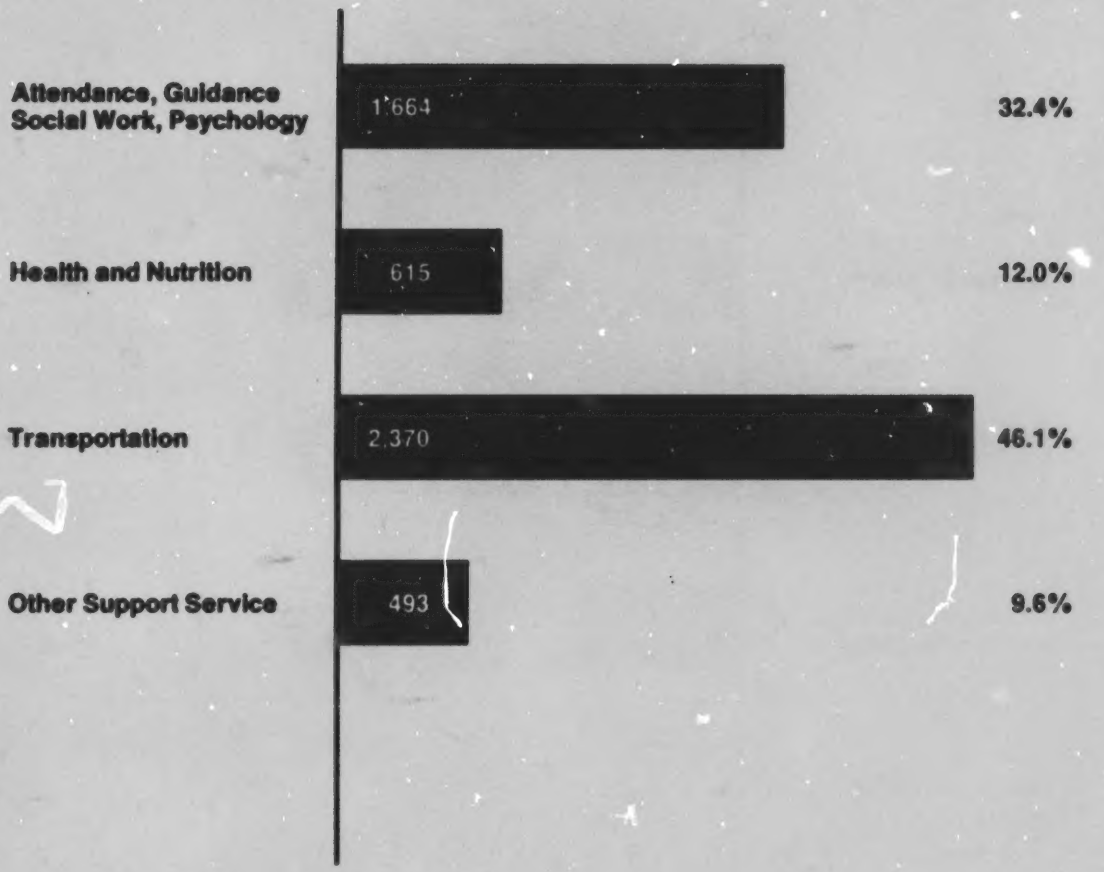


TABLE 6

Participation in Instructional and Supportive Services
Summer Term
(Duplicated Count)

Service	Number of Students Served				
	Public	Nonpublic	N&D	Total	%
Instructional Service					
Pre-K and Kdg.	76	3	-	79	9.9
Reading	10	226	-	236	29.6
Language Arts	184	34	-	218	27.4
Mathematics	34	216	-	250	31.4
Limited English Speaking	-	-	-	-	-
Other (Vocational)	14	-	-	14	1.8
Subtotal	318	479	-	797	69.0
Supportive Service					
Attendance/Guidance/ Social Work/Psychology	-	35	-	35	9.8
Health and Nutrition	-	-	-	-	-
Transportation	282	41	-	323	90.2
Other Support Services	-	-	-	-	-
Subtotal	282	76	-	358	31.0
Grand Total	600	555	-	1,155	100.0

TABLE 7

Participation in Instructional and Supportive Services
Regular and Summer Term Combined
(Duplicated Count)

Service	Number of Students Served				
	Public	Nonpublic	N&D	Total	%
Instructional Service					
Pre-K and Kdg.	8,659	33	-	8,692	11.0
Reading	18,423	1,540	306	20,269	25.8
Language Arts	23,897	1,182	167	25,246	32.1
Mathematics	21,925	1,709	140	23,774	30.2
Limited English Speaking	53	4	-	57	0.1
Other	604	17	18	639	.8
Subtotal	73,561	4,485	631	78,677	93.9
Supportive Service					
Attendance/Guidance/ Social Work/Psychology	1,613	510	-	1,664	32.4
Health and Nutrition	609	6	-	615	12.0
Transportation	1,813	557	-	2,370	46.1
Other Support Services	441	52	-	493	9.6
Subtotal	4,476	666	-	5,142	6.1
Grand Total	78,037	5,151	631	83,819	100.0

TABLE 8

Participation in Instructional and Supportive Services
Regular Term
(Duplicated Count)

Service	Number of Students Served				
	Public	Nonpublic	N&D	Total	%
Instructional Service					
Pre-K and Kdg.	8,583	30	-	8,613	11.1
Reading	18,413	1,314	306	20,033	25.7
Language Arts	23,713	1,148	167	25,028	32.1
Mathematics	21,891	1,493	140	23,524	30.2
Limited English Speaking	53	4	-	57	.1
Other (Study Skills)	590	17	18	625	.8
Subtotal	73,243	4,006	631	77,880	94.2
Supportive Service					
Attendance/Guidance/ Social Work/Psychology	1,613	16	-	1,629	34.1
Health and Nutrition	609	6	-	615	12.9
Transportation	1,531	516	-	1,047	42.9
Other Support Services	441	52	-	493	10.1
Subtotal	4,194	590	-	4,784	5.8
Grand Total	77,437	4,596	631	82,664	100.0

Title I Staff

Typically, three or four elementary school students left their regular classrooms and met with the Title I staff consisting of a teacher and perhaps an instructional aide for thirty to forty minutes each day. Instruction was deliberately designed so that each pupil could make progress at his or her own learning rate; thus allowing the pupil to experience success instead of relative failure. Common to all Title I funded staff is the underlying desire to plan to assist these educationally needy children to achieve more in the basic academics than they would have been left in an ordinary classroom situation. By giving these students more attention, they were usually able to progress more academically and the result was that they become more successful learners.

Staff members funded by Title I funds were recorded by LEAs in seven categories: teachers, teacher aides, clerical staff, administrative staff, consultants, curriculum specialists, and supportive services staff. During the regular school year, 2,757 full time equivalent (FTE) staff members were employed and during the summer term, 115 were employed. (See Table 9). Consequently, the overall staff to student ratio had a reported daily ratio of 1:22.7. When considering only the classroom teacher ratio to students the daily ratio was 1:36.7. The classroom staff that related directly with Title I students consisted of 2,667 FTEs. This accounts for almost 93 percent of the total FTEs employed. (See Table 9; Figure 4).

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Project Staffing by Type of Staff Employed
Regular Year and Summer Term
Unduplicated Count N = 2,872

Figure 4

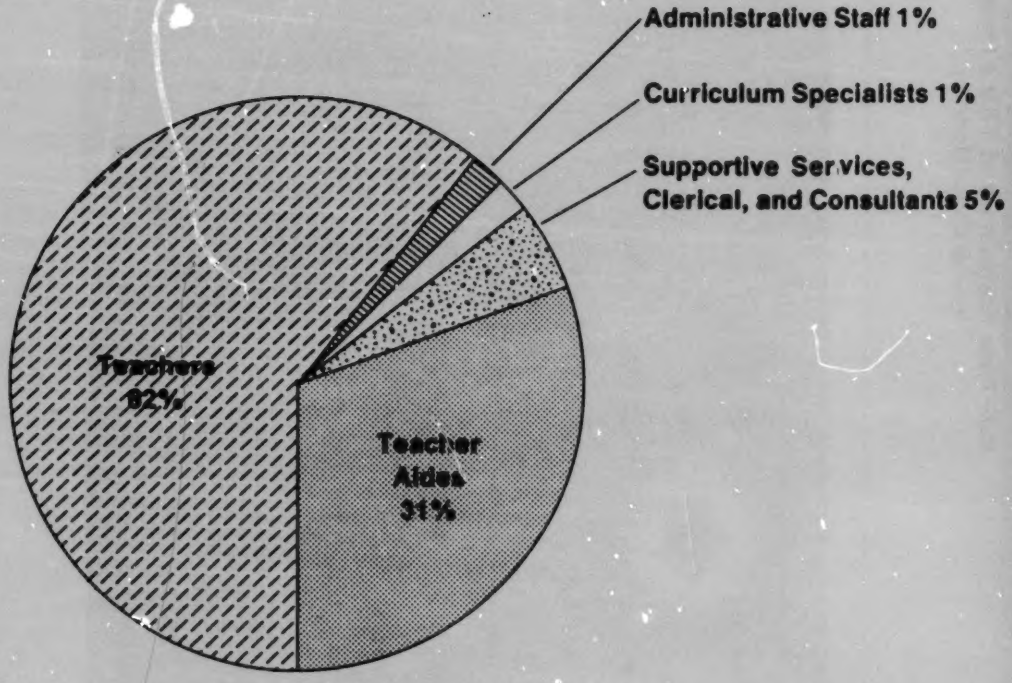


TABLE 9

Full-Time Equivalency of Title I Personnel by Job Classification

Job Classification	Regular	Percentage	Summer Term	Percentage	Total	%
Administrative Staff	36	1.3	--		36	1.2
Teachers	1,710	62.1	67	58.3	1,777	61.9
Teacher Aides	856	31.0	34	29.6	890	31.0
Curriculum Specialists	17	0.6	--		17	0.6
Staff Providing Supportive Services	15	0.5	14	12.1	152	5.3
Clerical Staff	96	1.0				
Other (Consultants)	27	1.0				
Total	2,757	100.0	115	100.0	2,872	100.0

Parent Involvement and Advisory Councils

The ESEA Title I law required that parents of participating children be informed of the program goals and their children's progress as well as to make recommendations and assist in helping their children. Parent involvement was required in a formal sense, also, in the establishment and operation of Parent Advisory Councils (PAC). Each district, as well as each attendance center having one or more Full Time Equivalent (FTE) Title I staff and more than forty Title I participants were required to have such a council with a majority of the elected members being parents of Title I students. The number of LEAs that utilized Title I funds for those council activities was 300. (See Table 10; Figure 5).

Almost all parental involvement dealing with project governance occurred through District Advisory Councils (DACs) and School Advisory Councils (SACs). Almost every project had a DAC, with the majority of the members being parents. Advisory councils had elected members representing both public and nonpublic Title I participants' parents. More than 6,000 parents were so involved and more than 5,000 of those elected individuals received training related to school advisory council activities. Parents attended the meetings on a regular basis and at an average of 4.7 at each council meeting. (See Table 10; Figure 5).

Parents of Title I students were involved in a variety of Title I activities. These included project planning, implementation, and/or evaluation as well as instructional volunteers inside and outside the classrooms. The duplicated count for parents being involved in these activities was 11,373. (See Table 10; Figure 5).

In narrative supplements to the annual evaluation form submitted to the DPI, it was reported that students developed better attitudes toward their school work when their parents were involved with the school's instructional program.

TABLE 10

Parent Participation in Title I Activities
(Duplicated Count)

Advisory Councils

Elected Members of a School Advisory Council Who Were:	Number of Members
Parents of Title I Public School Students	5,628
Parents of Title I Nonpublic School Students	578
Total	6,206
Received Training Related to School Advisory Council Activities	5,115

	Number of LEAs
Provided Title I Funds for Advisory Council Activities	300

Parent Activities

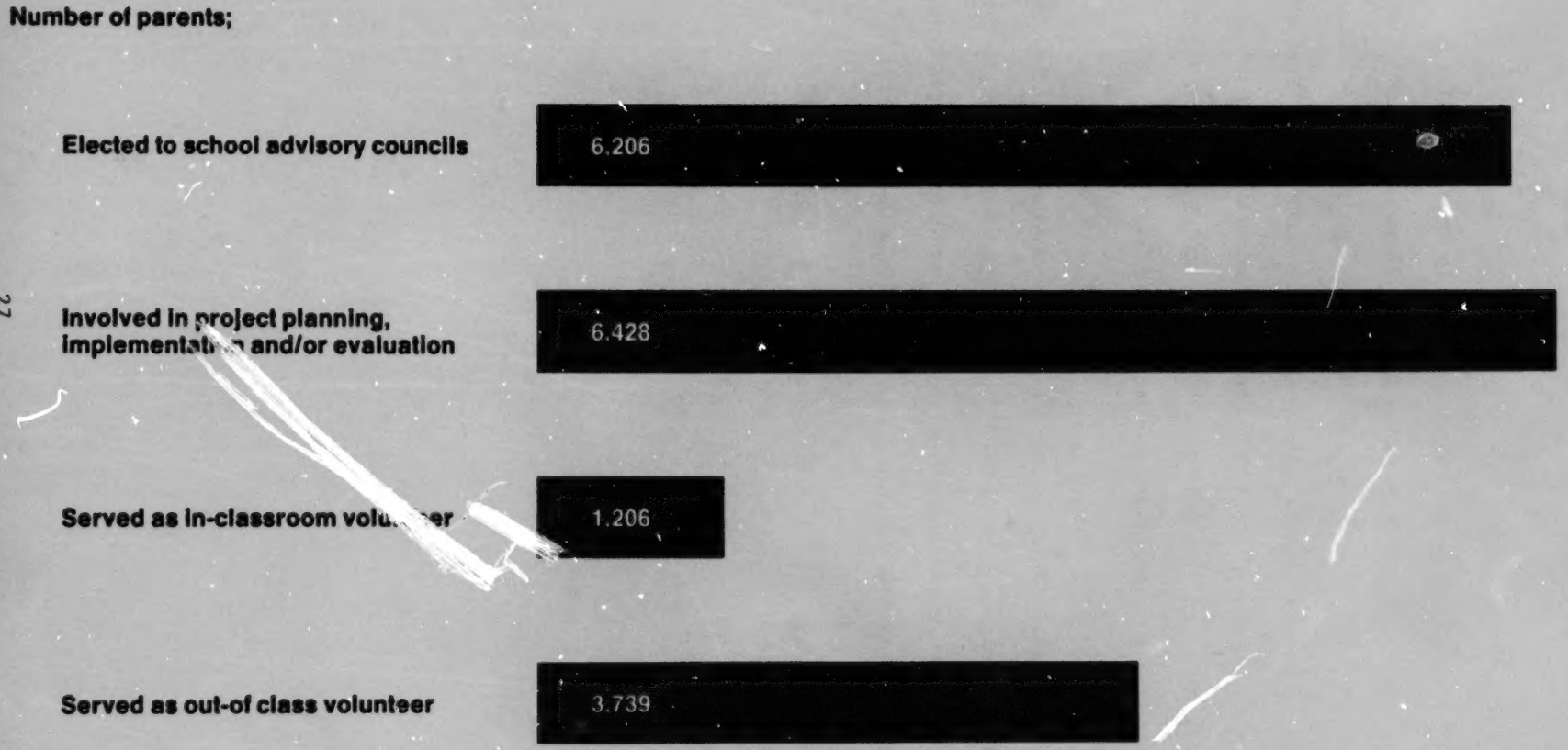
Parents of Title I Students Involved in the Following Title I Activities:	Number of Parents
Project Planning, Implementation, and/or Evaluation	6,428
Title I In-Classroom Volunteers	1,206
Title I Outside Classroom Volunteers	2,122
Other Activities	1,617
Attended Advisory Council Meetings	4.7*

*Means Average Number.

WISCONSINI 1981 - 82 TITLE I PERFORMANCE REPORT

Parent Participation in Title I Activities

Figure 5



Race/Ethnic Characteristics

Local Education Agencies were given the option to report to the Title I office the number of Title I students served according to five ethnic/race groups: American Indian or Alaskan Native, Asian or Pacific Islander, Black not-Hispanic, Hispanic, and White not-Hispanic. Each student was to be counted in only one group. Throughout the years of Title I, the reporting of this data has been incomplete and therefore much less than valid. However, the annual evaluation for FY 82 from school districts did report that 65,031 of 65,153 possible individuals were enrolled in Title I. (99%)

Based on available information, it is estimated that slightly less than 75% of the Title I participants during both terms in FY 82 were White not-Hispanic, less than one out of five were Black not-Hispanic, less than one out of twenty were Hispanic, and three out of a hundred were American Indian or Asian/Pacific Islanders. (Table 11; Figure 6).

TABLE 11

Race/Ethnic Characteristics of Title I Participants During Regular and Summer Terms (Unduplicated Count)*

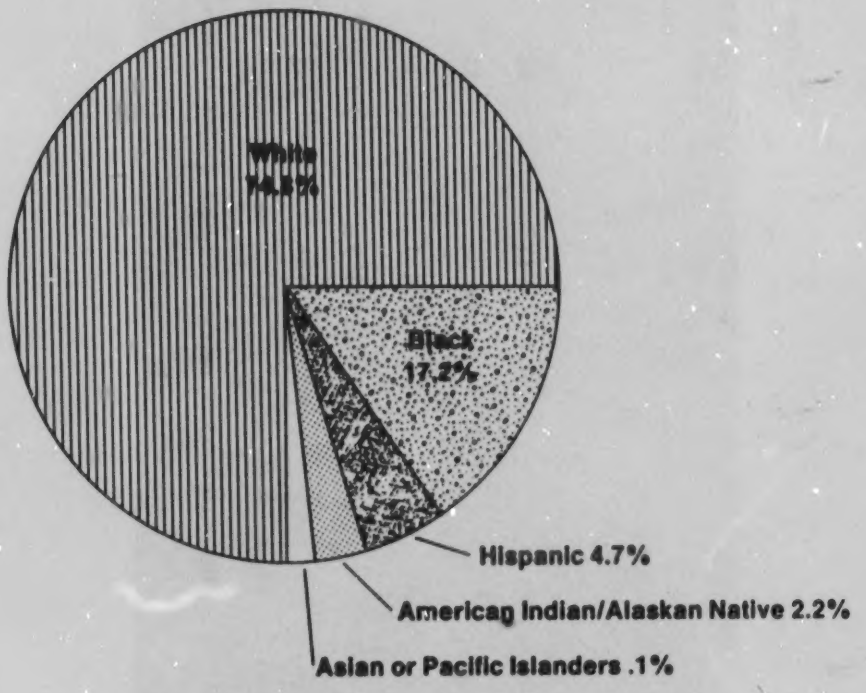
Group	Number Served			
	Regular Term	Summer Term	Total	Percentage
American Indian Alaskan Native	1,400	4	1,404	2.2
Asian or Pacific Islander	687	22	709	1.1
Black	11,006	154	11,160	17.2
Hispanic	3,031	39	3,070	4.7
White	48,273	415	48,688	74.8
Total	64,397	634	65,031	100.0

*The unduplicated count represents 99% of the total number served with Title I projects.

WISCONSIN 1981 - 82 TITLE I PERFORMANCE REPORT

Race/Ethnic Characteristics of Participants
Regular Year and Summer Term
N = 65,031

Figure 6



CHAPTER IV

IMPACT OF TITLE I INSTRUCTION

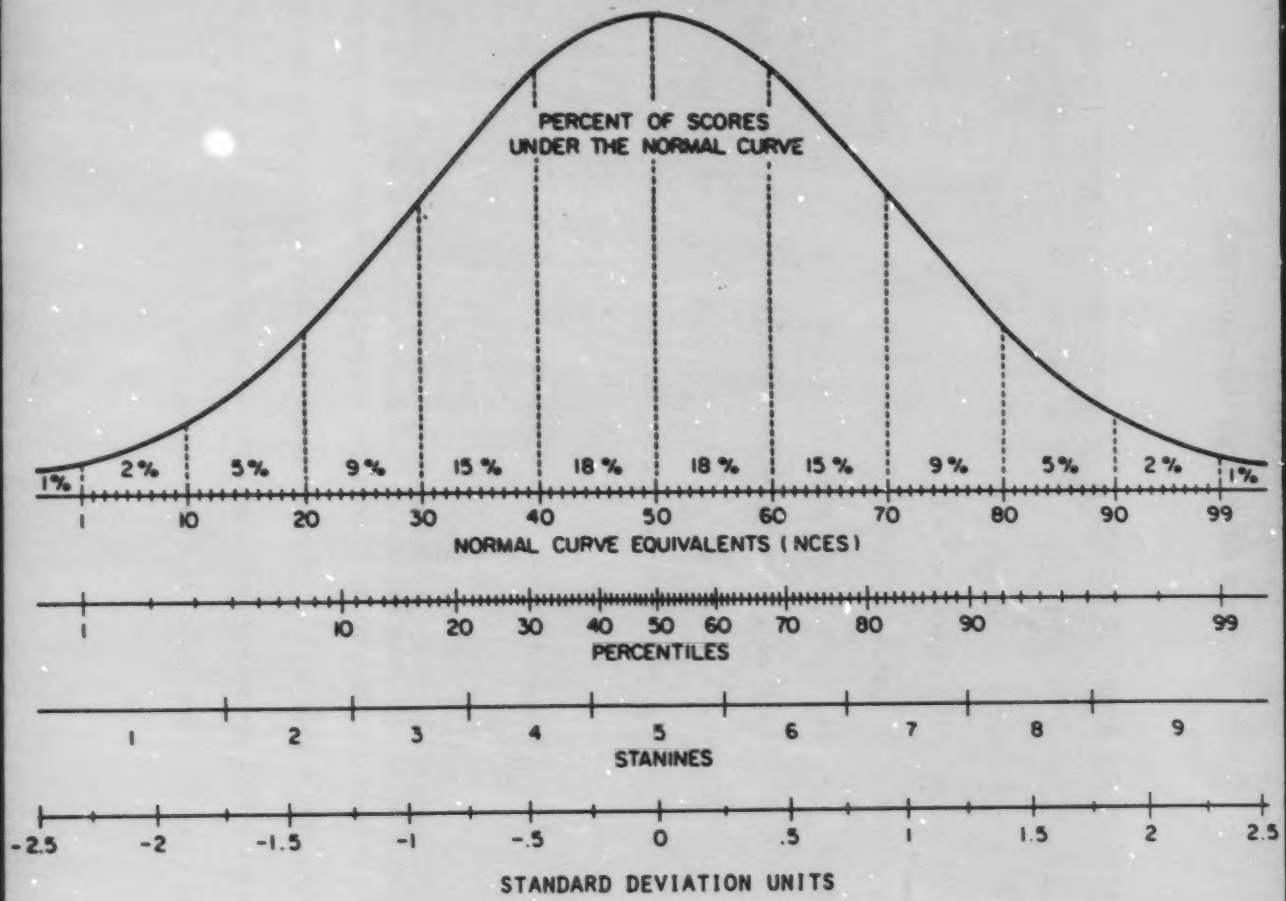
Title I Evaluation and Reporting System

Wisconsin has employed the Title I Evaluation and Reporting System (TIERS) since FY 79. The system used the Normal Curve Equivalent (NCE) scale developed for the U.S. Office of Education by the RMC Research Cooperation of California. The research corporation was charged with the responsibility to develop a system to measure the impact of instructional treatments. To be useful the metric needed to be (a) accurate in reflecting achievement levels, (b) composed of equal-sized units, (c) sensitive to small gains, and (d) meaningful to the users. In addition, for aggregation purpose at the state and federal levels, the metric needed to be usable with different test instruments.

NCEs are normalized standard scores, have a mean of 50, and have a standard deviation of 21.06. NCEs form what is called an equal-interval scale. A gain of five NCEs represents exactly the same amount of performance improvement for pupils at the extreme low end of the achievement distribution as it does for average achievers. The percentile scale does not have this characteristic. The two scales laid side by side are found on Figure 7. It is easy to see that percentiles are big at the ends and small in the middle while NCEs are the same size from one end of the scale to the other.

Area under normal curve divided into NCEs, percentiles, stanines, and standard deviation units.

Figure 7



Students in Title I were given standardized tests at the beginning and at the end of each regular school year and/or summer term. Some districts administered the tests according to a Fall-to-Spring cycle and others Fall-to-Fall. When considering membership reports, the Fall-to-Spring cycle is most popular in Wisconsin.

The most frequently selected and used standardized tests for Title I achievement results in grades two through twelve were reported as follows:

California Achievement Tests (CAT)

Comprehensive Test of Basic Skills (CTBS)

Nelson Reading Skills Test (NRST)

Gates-MacGinitie Reading Tests

Iowa Tests of Basic Skills (ITBS)

Scholastic Testing Service Educ. Devel. Series (STS)

Metropolitan Achievement Tests (MAT)

Peabody Individual Achievement Test (PIAT)

Test of Achievement and Proficiency (TAP)

Sequential Tests of Education Progress (STEP)

SRA Achievement Series (SRA)

Stanford Diagnostic Mathematics Test (SDMT)

Stanford Diagnostic Reading Test (SDRT)

CIRCUS (CIRCUS)

Educational Effects

Since the inception of ESEA Title I, the evaluation and reporting of the educational effects of the program has been a requirement of the law. Evaluation and reporting of the evaluation results were utilized to improve the instructional program for educationally needy students and to enable the interested publics to become knowledgeable about Title I educational effects.

The cognitive areas of Reading, Language Arts, and Mathematics were the focus of the evaluation process in grades two through twelve. Evaluators at the LEA levels reported that they were aware of the need to reduce the influencing factors that could have skewed the test results. Therefore, evaluators protected the students from excessive exposure to test-taking situations; selected norm-referenced tests that matched best with function goals; and, used care to reduce ego-involvement in the outcome of the evaluation.

This chapter of the FY 82 Evaluation Report describes the composite achievement results obtained from the "Fall-to-Spring" group of students who were administered both pre- and post-tests. The number of students tested in Reading was 11,860; in Language Arts, 13,421; and, Mathematics, 14,889.

In summary, the educational achievement impact is reported in NCEs. A positive NCE indicates the extent growth of Title I student over and beyond what is expected of a student without the supplementary education program. An NCE score of 0.0 should be interpreted to mean that the student gained no more than a comparable student at the same grade level in the norming sample without the Title I instruction. Minus scores are less acceptable; however, the minus score also represents academic growth but at a slower rate. If the 'minus score' student had not received the supplementary instruction, he/she could be even farther behind in achievement.

Impact of Reading Instruction

In the FY 82 regular school term, with Fall-to-Spring testing, 11,860 pupils in grades two through twelve were found to have gained from a low of 3.7 NCEs to a high of 9.5 NCEs, an average of 5.18 NCEs in reading. This represents a significant improvement over comparable students without the special Title I instruction, especially in view of the fact that all Title I participants are those students who traditionally score poorly on nationally standardized tests. (See Tables 12 and 13; Figures 8 and 9.)

Fall-to-Fall or Spring-to-Spring reading evaluations were reported for 2,034 students. This annual testing procedure resulted in a much lower NCE gain than the Fall-to-Spring testing pattern. This annual testing pattern found that the students in grades two through twelve ranged from a low of 1.2 NCE gains for grade eight to a high of 5.8 NCEs for grade six. These annually tested Title I students averaged a 3.6 NCE gain. (See Table 12 and 13).

Figure 9 is a visual comparison of achievement gains in Title I Reading for the last four years. The average gains have been between 4.0 and 5.6 NCEs. The greatest gain of 9.5 NCEs occurred at the third grade in FY 82 and the least gain of 2.2 NCEs occurred at the sixth grade in FY 81.

TABLE 12

Title I Reading Membership and Number Tested

Grade Level	Fall-to-Fall ar l/or Spring-to-Spring Evaluations		Fall-to-Spring Evaluations	
	Membership	Number Tested	Membership	Number Tested
2	457	361	2,176	1,961
3	439	357	2,700	2,501
4	437	343	1,947	1,819
5	388	302	1,723	1,610
6	260	212	1,478	1,423
7	168	136	1,156	1,087
8	171	163	782	646
9	98	96	504	384
10	41	34	414	251
11	21	17	218	136
12	14	13	84	42
Total	2,494	2,034	13,182	11,860

Note:

N Tested = 2,034 + 11,860
N = 13,894

N in Membership = 2,494 + 13,182
N = 15,676

Percent of members who were tested = 88.6

TABLE 13

Title I Reading Achievement Results
(Composites)

	Annual Testing			Fall-to-Spring Testing		
Grade	Pre-Test	Post-Test	NCE Gain/Loss	Pre-Test	Post-Test	NCE Gain/Loss
2	38.9	43.5	4.6	33.2	39.3	6.1
3	40.3	43.7	3.4	28.7	38.2	9.5
4	38.5	42.9	4.4	30.4	34.1	3.7
5	37.5	41.7	4.2	28.7	33.9	5.2
6	36.3	42.1	5.8	17.8	21.8	4.1
7	38.2	41.0	2.8	27.2	33.2	6.0
8	37.9	39.1	1.2	25.0	28.7	3.7
9	32.6	36.5	3.9	31.6	36.0	4.4
10	36.4	39.0	2.6	26.5	31.1	4.6
11	37.1	41.2	4.1	30.6	35.3	4.7
12	35.2	37.7	2.5	28.5	33.5	5.0
			Av. 3.6			Av. 5.18

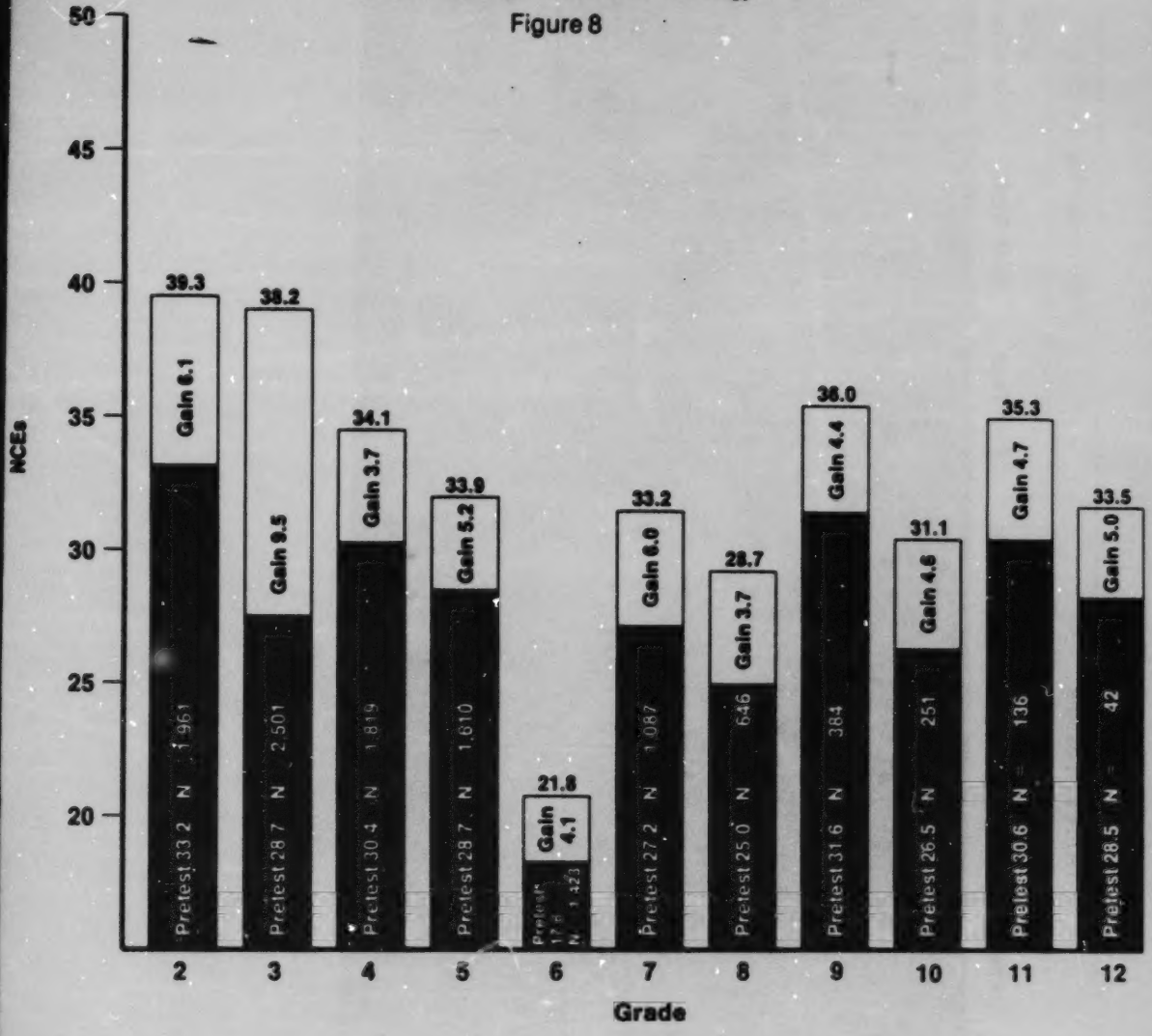
WISCONSIN TITLE I PERFORMANCE REPORTS

NCE Gains for FY 82

Regular Year Reading Projects

(Fall to Spring Composite Testing)

Figure 8

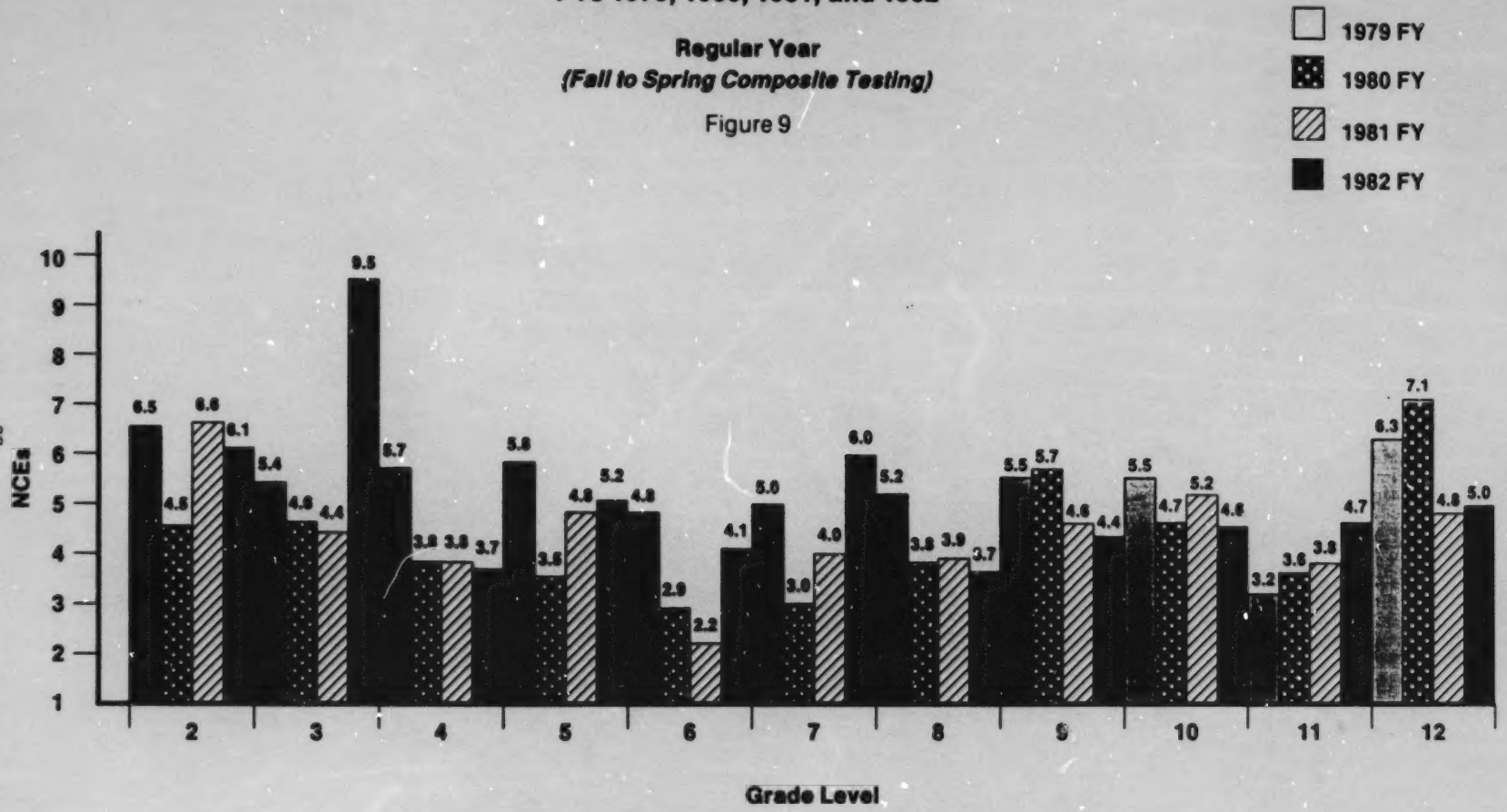


WISCONSIN TITLE I PERFORMANCE REPORTS

Comparison of NCE Gains in Reading
FYs 1979, 1980, 1981, and 1982

Regular Year
(Fall to Spring Composite Testing)

Figure 9



FY 1979 N = 20,172

FY 1980 N = 12,161

FY 1981 N = 13,361

FY 1982 N = 11.860

FY 1979 GAIN = 5.6

FY 1980 GAIN = 4.0

FY 1981 GAIN = 4.4

FY 1982 GAIN = 5.2

Impact of Language Arts Instruction

The Fall-to-Spring tested Title I Language Arts group of students (13,421) were enrolled in grades two through twelve during the regular school term. The LEAs reported an NCE gain for those students ranging from 3.1 in grade eleven to 8.0 in grade two. An average composite score of 5.7 NCEs for Language Arts was computed. This achievement growth is comparable to the growth reported for Reading. (See Tables 14 and 15; Figure 10).

Fall-to-Fall or Spring-to-Spring Language Arts evaluations were reported for 2,141 students. This annual testing procedure resulted in a lower NCE gain than the Fall-to-Spring testing pattern. This annual testing pattern found that the students in grades two through twelve ranged from a low of 0.6 NCEs for grade nine to a high of 7.0 NCEs for grade twelve. These annually tested students averaged a 4.0 NCE gain. (See Tables 14 and 15).

Figure 11 is a visual comparison of achievement gains in Title I Language Arts for the last four years. The average gains have been between 5.5 and 6.5 NCEs. The greatest gain of 6.5 NCEs occurred at the twelfth grade in FY 79 and the least gain of 2.9 NCEs at at the eleventh grade in FY 79.

TABLE 14

Title I Language Arts Membership and Number Tested

Language Arts

Grade Level	Fall-to-Fall and/or Spring-to-Spring Evaluations		Fall-to-Spring Evaluations	
	Membership	Number Tested	Membership	Number Tested
2	544	456	3,077	2,665
3	484	383	2,853	2,481
4	399	339	2,221	1,886
5	367	291	1,839	1,624
6	365	266	1,406	1,230
7	196	144	1,369	1,183
8	177	143	1,167	988
9	84	58	895	639
10	55	35	616	422
11	25	18	287	203
12	9	8	148	100
Total	2,705	2,141	15,878	13,421

Note:

N Tested = 2,141 + 13,421
N = 15,562

N in Membership = 2,705 + 15,978
N = 18,683

Percent of members who were tested = 83.3

TABLE 15

Title I Language Arts Achievement Results

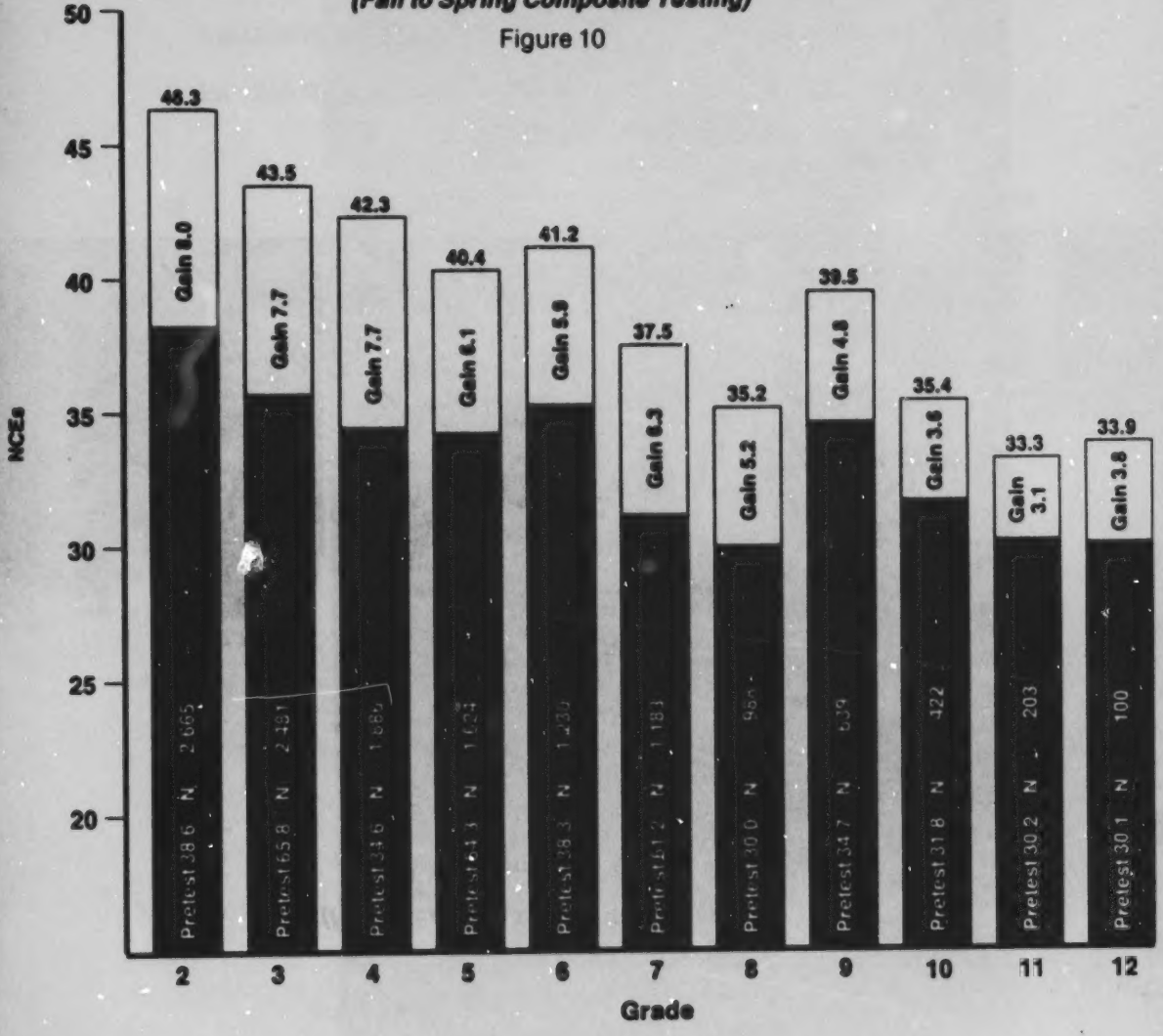
	Annual Testing			Fall-to-Spring Testing		
Grade	Pre-Test	Post-Test	NCE Gain/Loss	Pre-Test	Post-Test	NCE Gain/Loss
2	41.4	43.4	2.0	38.3	46.3	8.0
3	37.2	40.3	3.1	35.8	43.5	7.7
4	36.7	39.8	3.1	34.6	42.3	7.7
5	33.4	36.6	3.2	34.3	40.4	6.1
6	35.7	38.4	2.7	35.3	41.2	5.9
7	37.0	41.5	4.5	31.2	37.5	6.3
8	35.8	39.6	3.8	30.0	35.2	5.2
9	22.0	22.6	0.6	34.7	39.5	4.8
10	34.6	37.4	2.8	31.8	35.4	3.6
11	30.0	34.7	4.7	30.2	33.3	3.1
12	20.2	27.2	7.0	30.1	33.9	3.8
			Av. 4.0			Av. 5.7

WISCONSIN TITLE I PERFORMANCE REPORTS

NCE Gains for FY 82
Regular Year Language Arts Projects

(Fall to Spring Composite Testing)

Figure 10



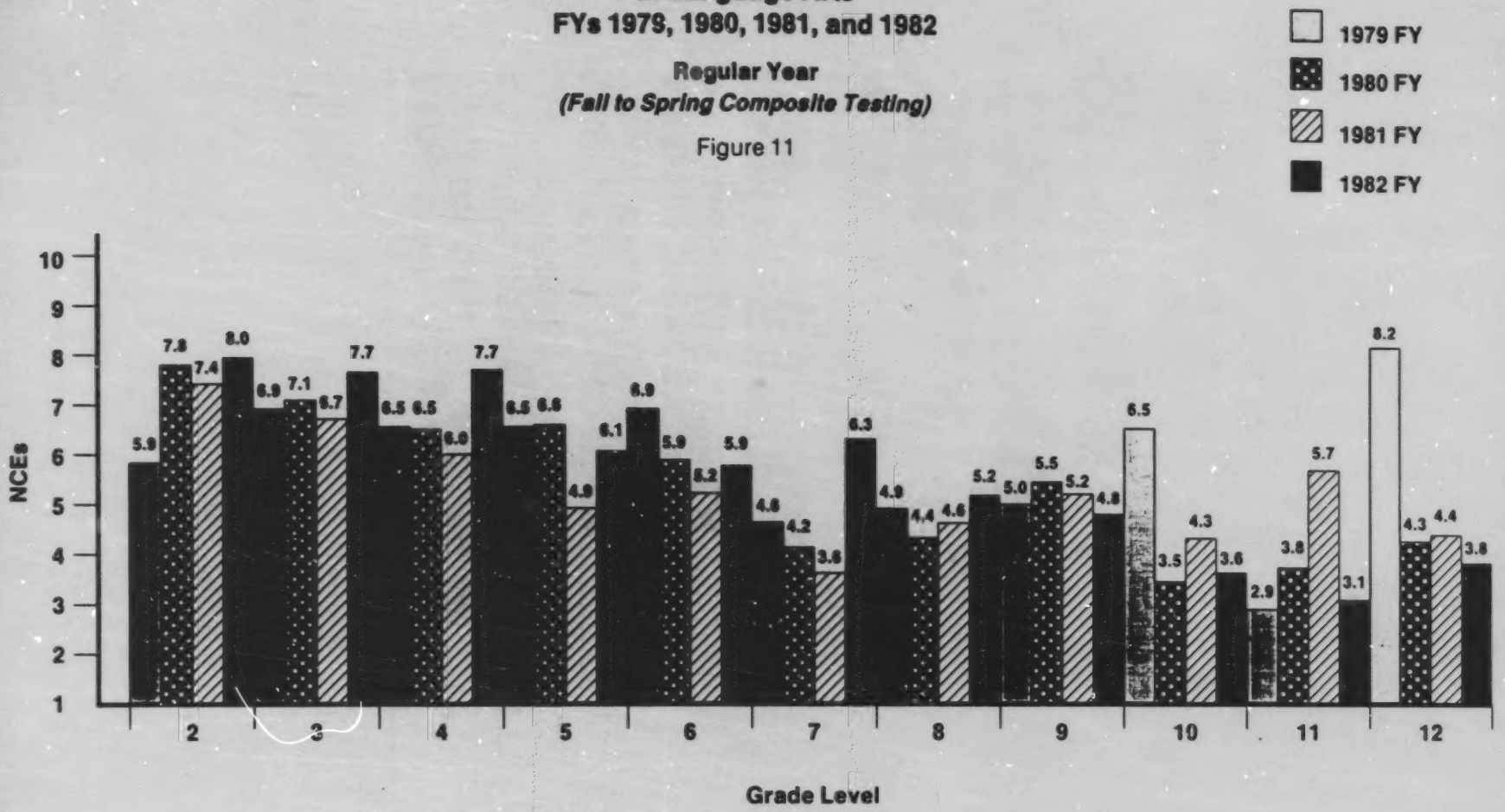
WISCONSIN TITLE I PERFORMANCE REPORTS

Comparison of NCE Gains
in Language Arts
FYs 1979, 1980, 1981, and 1982

Regular Year

(Fall to Spring Composite Testing)

Figure 11



FY 1979 N = 4,724

FY 1980 N = 15,769

FY 1981 N = 18,649

FY 1982 N = 13,421

FY 1979 GAIN = 6.2

FY 1980 GAIN = 6.5

FY 1981 GAIN = 5.5

FY 1982 GAIN = 5.7

Impact of Mathematics Instruction

Results of the Fall-to-Spring Mathematics test results for nearly 15,000 students were the most positive of the three functions usually offered to Title I students. An average (composite) gain of 7.4 NCEs was reported for the students in grades two through twelve. The greatest NCE gain occurred in grade three at 9.9 and the least gain in grade eleven at 5.2. (See Tables 16 and 17; Figures 12 and 13).

Fall-to-Fall or Spring-to-Spring evaluations were reported for 1,510 Title I students. This annual testing procedure resulted in a lower NCE gain than the Fall-to-Spring testing pattern. This annual testing pattern found that students in grades two through twelve ranged from a low of -2.7 NCEs to a high of 6.8 for grade seven. The annually tested students averaged a 3.4 NCE gain in Mathematics.

Figure 13 is a visual comparison of achievement gains in Title I mathematics for the last four years. The average gains have been between 6.2 and 8.0 NCEs. The greatest gain of 9.9 NCEs occurred at the third grade level in FY 82 and the least gain of 4.2 was at the second grade in FY 82.

TABLE 16

Title I Mathematics Membership and Number Tested

Mathematics

Grade Level	Fall-to-Fall and/or Spring-to-Spring Evaluations		Fall-to-Spring Evaluations	
	Membership	Number Tested	Membership	Number Tested
2	296	234	2,217	1,907
3	348	251	3,107	2,811
4	385	296	2,770	2,387
5	367	277	2,553	2,233
6	258	217	2,222	1,963
7	112	107	1,757	1,488
8	99	88	1,269	1,014
9	41	25	986	632
10	7	4	492	235
11	10	8	263	183
12	3	3	69	36
Total	1,926	1,510	17,705	14,889

Note:

N Tested = 1,510 + 14,889
N = 16,399

N in Membership = 1,926 + 17.706
N = 19,631

Percent of members who were tested = 83.5

TABLE 17

Title I Mathematics Achievement Results
(Composite)

	Annual Testing			Fall-to-Spring Testing		
Grade	Pre-Test	Post-Test	NCE Gain/Loss	Pre-Test	Post-Test	NCE Gain/Loss
2	39.9	43.5	3.6	34.8	43.4	8.6
3	37.2	41.4	4.2	31.5	41.4	9.9
4	38.4	42.8	4.4	32.9	42.2	9.3
5	35.1	40.3	5.2	33.4	41.4	8.0
6	35.2	39.4	4.2	32.8	39.3	6.5
7	38.5	45.3	6.8	33.1	40.5	7.4
8	38.9	45.2	6.3	33.0	39.0	6.0
9	41.0	41.9	.9	32.0	38.6	6.6
10	45.8	50.5	4.7	30.2	37.6	7.4
11	39.0	39.0	.0	33.5	38.7	5.2
12	45.2	42.5	-2.7	31.3	37.2	5.9
			Av. 3.4			Av. 7.35

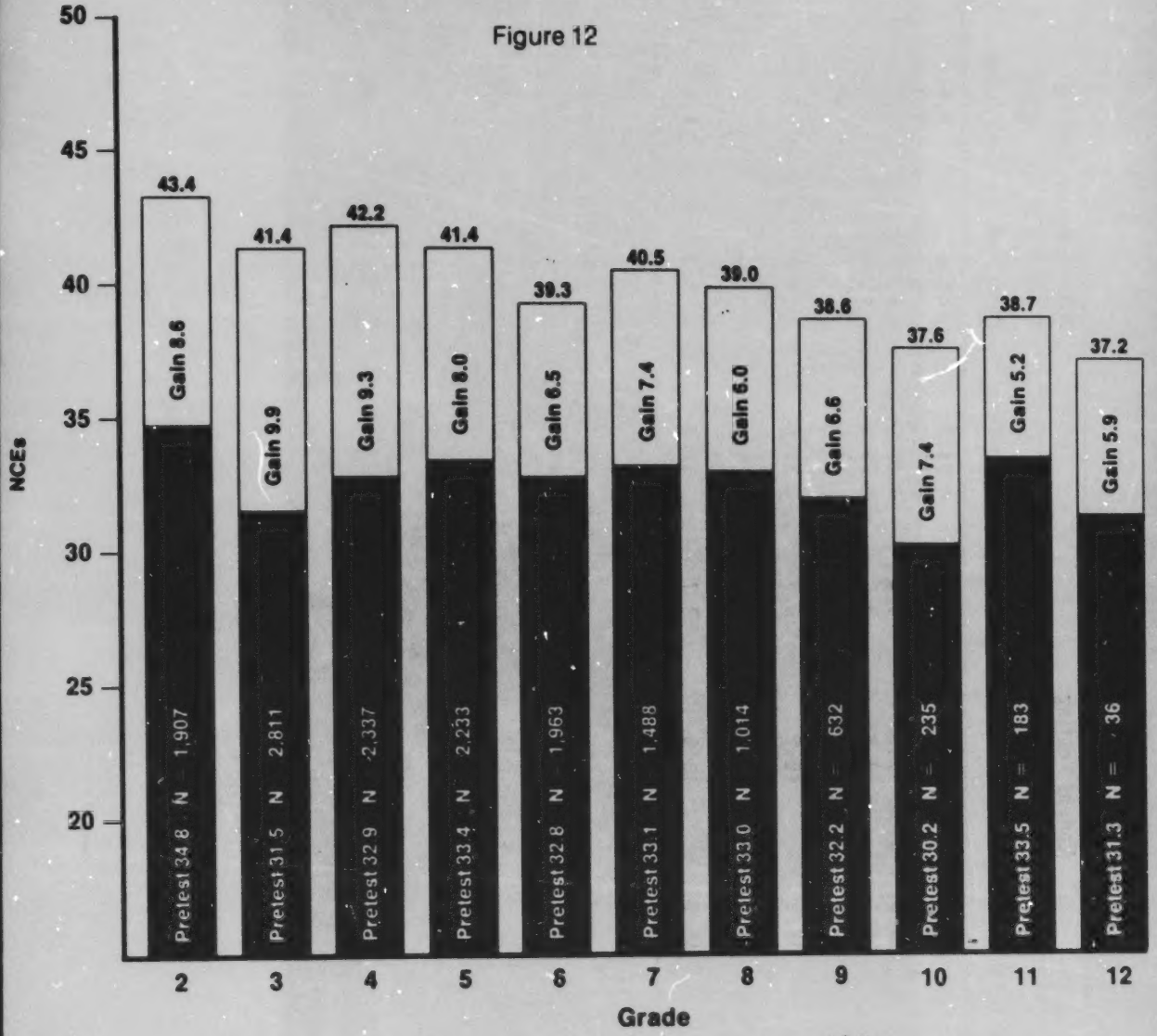
WISCONSIN TITLE I PERFORMANCE REPORTS

NCE Gains for FY 82

Regular Year Mathematics Projects

(Fall to Spring Composite Testing)

Figure 12



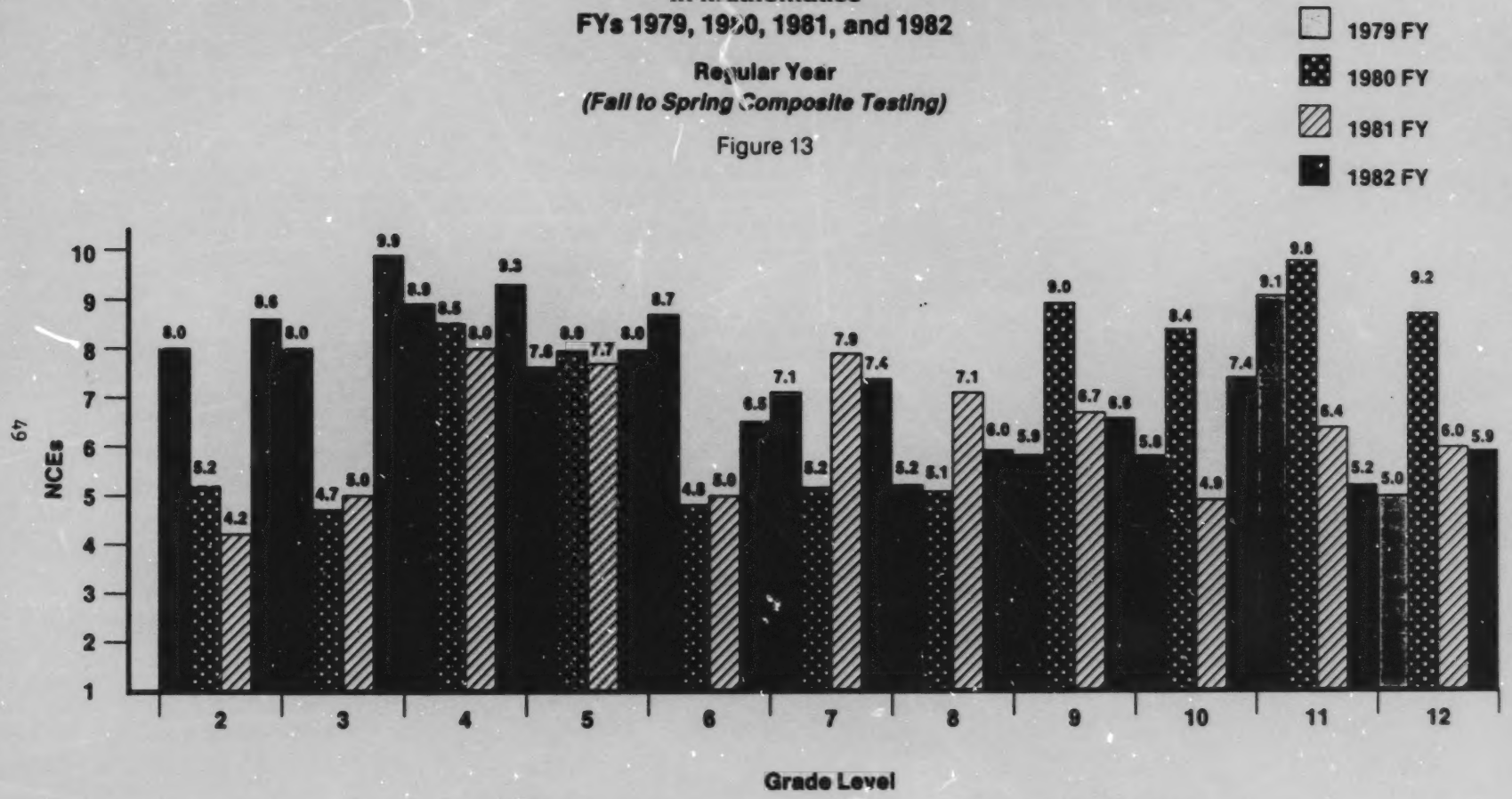
WISCONSIN TITLE I PERFORMANCE REPORTS

Comparison of NCE Gains
In Mathematics
FYs 1979, 1980, 1981, and 1982

Regular Year

(Fall to Spring Composite Testing)

Figure 13



FY 1979 N = 12,178

FY 1980 N = 13,980

FY 1981 N = 17,521

FY 1982 N = 14,889

FY 1979 GAIN = 8.0

FY 1980 GAIN = 6.3

FY 1981 GAIN = 6.2

FY 1982 GAIN = 7.4

APPENDICES

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
APPLICATION – ESEA TITLE I
P.L. 89.10 as amended
PI-1701 (Rev. 7-81)

INSTRUCTIONS: Complete and return 3 copies with attachments by May 1 to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ESEA TITLE I
125 SOUTH WEBSTER STREET
P. O. BOX 7841
MADISON, WI 53707

Applicant (Legal Name of Agency)		Mailing Address (Street, City, State, County, ZIP)	
Name of Authorized Representative	Title	Telephone [(Area) Number]	Signature / Date
Name of Contact Person	Title	Telephone [(Area) Number]	Mailing Address (Street, City, ZIP)

SECTION 1: PROGRAM DATA

1. Maintenance of Fiscal Effort *See Instructions, pages 1 and 2*

a. 2nd Preceding Fiscal Year Ending June 30,	Amount	b. 1st Preceding Fiscal Year Ending June 30,	Amount
1979	$	1980	$

2. Source for Identifying Children from Low Income Families *See Instructions, page 3*

☐ U.S. Census Bureau ☐ Free School Lunch ☐ Health Statistics ☐ Employment Statistics
☐ Aid to Families with Dependent Children ☐ School Survey ☐ Housing Statistics ☐ Other *Specify* _____

3. ATTENDANCE AREAS AND DETERMINATION
See Instructions, page 3

A. PUBLIC SCHOOL DATA

1. Public Schools *List in high-to-low sequence per col. 6 or col. 7*	2. Type of School (A, O, I)	3. Grade Span	4. Total Enrollment	No. of Children Residing in Attendance Areas *Include drop-outs, neglected and delinquents and those Enrolled in private schools. Include all resident children.*			Estimated No. of Participants			
				5. Total	6. Low-Income	7. % Low-I *Col. 6 ÷ Col. 5*	8. From Public Schools	9. From Private Schools	10. Total *Col. 8 + Col. 9*	11. No. in Col. 10 From Outside of Project Area
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
TOTAL										

B. Children Not Enrolled in a Public School *See Instructions, page 4*

1. Dropouts (those eligible but not enrolled in any school)

2. No. enrolled in institutional schools for neglected or delinquent.

C. Concentration of Children From Low-Income Families *Instructions, page 4*

1. District-wide Percentage %

2. Average No. per School Attendance Area

D. PRIVATE SCHOOLS SERVING DISTRICT CHILDREN *See Instructions, page 4*

1. Private Schools Where District Children Are Enrolled	2. Grade Span of School	3. Sequence No. (from Table A, Col. 1) of Public School in Whose Attendance Area School Lies	4. No. of District Children Enrolled	5. No. of Children Enrolled Who Live In Target Areas	Estimated No. of Children who will Participate in Activities at Schools Listed in Table A, Col. 1. 6. TOTAL	7. No. Included in Col. 6 From Outside of Project Area
TOTAL						

4. PROJECT AREA SELECTION

See Instructions, page 5

A. Selection Methods *Check all that apply.*

- ☐ 1. Higher Percent only
- ☐ 2. Higher Numbers only
- ☐ 3. Combination of 1 and 2
- ☐ 4. No Wide Variance
- ☐ 5. 25% Rule
- ☐ 6. One School Per Grade Level
- ☐ 7. 2-Year Rule

B. Are the project areas selected for this program the same as those which were in the program in previous years?

- ☐ Yes
- ☐ No *Explain the reason for the change; Attach OE Form 4524A and 4524B to document comparability.*

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5. PUPIL PARTICIPATION
See Instructions, page 6

A. ESTIMATED NO. OF PARTICIPATING CHILDREN

1. Grade Level	2. In Institutions for Neglected and Delinquent Children		3. In Public Schools		4. In Private Schools		5. TOTAL	
	Reg. Yr.	Summer S.	Reg. Yr.	Summer S.	Reg. Yr.	Summer S.	Reg. Yr.	Summer S.
Pre-K								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
TOTAL								
B. Estimated No. of Dropouts Included in Item 38(1) who are Also Included Above.								

C. Estimated No. of Participants Per Phase:

1. Readiness/Pre-Kindergarten . . . . . _____
2. Kindergarten . . . . . _____
3. Reading/Language Arts . . . . . _____
4. Mathematics . . . . . _____
5. Other *Specify*

_____ . . . . . _____

_____ . . . . . _____

_____ . . . . . _____

6. NEEDS ASSESSMENT

See Instructions pages 7-16

A. IDENTIFICATION OF EDUCATIONALLY DEPRIVED STUDENTS

1. GRADE	2. SUBJECT AREA	3. KEY INDICATOR	4. CUTOFF SCORE*	5. PUBLIC		6. PRIVATE		7. PRIORITY RANK
				No. Assessed**	No. of Potential Participants	No. Assessed**	No. of Potential Participants	

* The cutoff score is the score below which children are considered to be seriously educationally disadvantaged and in need of compensatory education.

** All children in eligible attendance areas should be assessed so that all needy children are identified.

6. NEEDS ASSESSMENT (Cont'd.)

A. IDENTIFICATION OF EDUCATIONALLY DEPRIVED STUDENTS (continued)

1. GRADE	2. SUBJECT AREA	3. KEY INDICATOR	4. CUTOFF SCORE *	5. PUBLIC		6. PRIVATE		7. PRIORITY RANK
				No. Assessed**	No. of Potential Participants	No. Assessed**	No. of Potential Participants	

The cutoff score is the score below which children are considered to be seriously educationally disadvantaged and in need of compensatory education.

* All children in eligible attendance areas should be assessed so that all needy children are identified.

6. NEEDS ASSESSMENT (continued)

B. OTHER NEEDS OR FACTORS CONTRIBUTING TO EDUCATION

1. NEED OR CONTRIBUTING FACTOR	2. SOURCES OF INFORMATION*	3. SUMMARY OF FINDINGS

* i.e., student achievement profiles, health records, parent interviews, guidance reports, regular school program, staff ratios, etc.

8. NEEDS ASSESSMENT (continued)

B. OTHER NEEDS OR FACTORS CONTRIBUTING TO EDUCATIONAL NEEDS (continued)

1. NEED OR CONTRIBUTING FACTOR	2. SOURCES OF INFORMATION*	3. SUMMARY OF FINDINGS

* i.e., student achievement profiles, health records, parent interviews, guidance reports, regular school program, staff ratios, etc.

SECTION II. PROGRAM DESCRIPTION

1. PROJECT ACTIVITY DESCRIPTION

See Instructions, pages 17 and 18

A. Project Activity Code and Name	Description No.	Total No. of Descriptions
		of

B. Objective(s) *Write concise pupil achievement or performance objectives. Each objective must:*

1. Identify the population to be served
2. Identify the anticipated outcomes the program is designated to produce and,
3. Identify the device(s) to be used for reporting anticipated growth and change.

C. Purpose *Describe the relationship between the objective(s) of this project activity and the results of the diagnostic procedures described in the Needs Assessment.*

D. Procedure *Keeping in mind the needs assessment findings and the above objective(s) and purpose, respond briefly to each of the following.*

1. Number of staff and classification
2. Where activity will take place
3. Special equipment, materials and supplies to be used
4. Relationship of Title I to regular program
5. Children to be served by grouping of classes
6. Relationship of individualized educational plans to needs assessment
7. How this program avoids supplanting
8. Special teaching techniques

1. PROJECT ACTIVITY DESCRIPTION (Cont'd.)

D. Procedure (continued)

E. Monitoring *Discuss the assignment of responsibility for each of the following activities:*

1. Student placement
2. Prescription of materials
3. Monitoring classroom activity
4. Monthly monitoring reports
5. Evaluating student progress and,
6. Coordination of Title I and same subject classroom activities

F. Evaluation *Keeping in mind the needs assessment priorities and the specific pupil performance objective(s) for this project (activity), describe the evaluation process by outlining plans for addressing the topics described in the Application Guide. Detail instruments or tests used to evaluate achievement levels in item G.*

2. PROGRAM AND SPECIAL REQUIREMENTS (Cont'd.)

C. Comparability of Services

1. Describe how the LEA plans to monitor pupil-teacher ratio and per pupil expenditure for salaries for instructional staff members to assure that comparability of Title I schools is maintained throughout the project year.

2. State (or attach) the specific policies and procedures adopted by the LEA to assure that: *See P.L. 95-561, section 126(e)*

   a. textbooks, library resources and other instructional materials and supplies are provided by the district to Title I schools on a basis comparable to non-Title I schools, or

   b. Where all school attendance areas in the district are designated as project areas, textbooks, library resources and other instructional materials and supplies are provided on a comparable basis among schools.

1. PROJECT ACTIVITY DESCRIPTION (cont'd)

G. ACHIEVEMENT MEASURES

Provide information about achievement measures to be used in determining, at least annually, the progress of students participating in this Title I program.

Activity Name	Grade	Eval. Model (A1, A2, C1, C2)	Instrument or Test: Name	Form	Level	Ed. Yr.	Test Dates: Pre-Test Mo./Yr.	Post-Test Mo./Yr.

H. Participation from Neglected or Delinquent Institutions (N or D)

Is part of this LEA grant based on children in local institutions for neglected or delinquent children?

☐ Yes, *Describe the program to be conducted in the local N or D institutions. Attach additional pages, if necessary.*

☐ No

2. PROGRAM AND SPECIAL REQUIREMENTS

See Instructions, pages 19 and 20

A. Complaint Procedures *Describe policies and procedures adopted at the local level to handle complaints concerning the Title I project.*

B. Coordination in the Development of Applications *Describe the consideration which was given to benefits which are or may be available through other public or private agencies, and which could contribute toward meeting the special educational needs of educationally deprived children in the development of this application.*

2. PROGRAM AND SPECIAL REQUIREMENTS (cont'd)

D. Teacher and School Board participation: *Describe teacher and school board involvement in Title I program planning and how they will be involved in the evaluation.*

E. Sustaining Gains *Describe the consideration given to the inclusion of summer, intermediate, and secondary level programs.*

F. Training/Inservice

1. Describe the training/inservice program for all personnel (i.e., certified and paraprofessional, *including volunteers*) and how the district staff have been involved.

3. PARENTAL INVOLVEMENT

See Instructions, pages 21 and 22

A. NO. OF ADVISORY COUNCILS (ACs)		B. AC MEETINGS	
1. Total No. of DACs and SACs	2. *If total no. of ACs is "1"* Reason/Applicable Rule ☐ a. Less than 1 F.T.E. project staff for not more than 40 project children ☐ b. Only one project school site	1. No. of DAC Meetings	2. No. of SAC Meetings

C. ADVISORY COUNCIL MEMBERSHIP

District Advisory Council (DAC) Chairperson

Address (Street, City, Zip)

DAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

1. Individual School Advisory Council (SAC)

Address (Street, City, Zip)

School

SAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

2. Individual School SAC Chairperson

Address (Street, City, Zip)

School

SAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

3. Individual School SAC Chairperson

Address (Street, City, Zip)

School

SAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

4. Individual School SAC Chairperson

Address (Street, City, Zip)

School

SAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

5. Individual School SAC Chairperson

Address (Street, City, Zip)

School

SAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

6. Individual School SAC Chairperson

Address (Street, City, Zip)

School

SAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

7. Individual School SAC Chairperson

Address (Street, City, Zip)

School

SAC Representation

Membership	Title I Parent	Title I Staff	Non-Title I Parent	Non-Title I Staff	Other	TOTAL
No. on Council						

3. PARENTAL INVOLVEMENT (Cont'd.)

D. Are the majority of members of each AC parents of children to be served by projects/programs funded through Title I?
☐ Yes ☐ No

E. Were all members of each DAC elected by the parents in the school district?
☐ Yes ☐ No

F. Does the DAC include representatives of children and schools eligible to be served, but not currently participating in programs funded through Title I?
☐ Yes ☐ No

G. Were all members of the SAC elected by the parents in each project area or project school?
☐ Yes ☐ No ☐ NA

H. Is each SAC composed of not less than 8 members who shall serve for terms of 2 years, after which time they may be re-elected?
☐ Yes ☐ No ☐ NA

I. Were officers of the ACs elected after they had been fully constituted?
☐ Yes ☐ No

J. Have the ACs scheduled a sufficient number of times to meet each year and at locations determined by the ACs?
☐ Yes ☐ No

K. Is there a document in the AC's files that describes the responsibility given by the school district to each AC for advising it in the planning for, and implementation and evaluation of, its program and projects funded through Title I?
☐ Yes ☐ No

L. Has each member of an AC (DAC and SAC) been provided a copy of:
1. The text of Title I?
☐ Yes ☐ No

2. The Federal Title I regulations and guidelines?
☐ Yes ☐ No

3. The state regulations and guidelines?
☐ Yes ☐ No

M. Has the Title I funded program for training the members of the ACs complied with the following:
1. Developed plans in full consultation with members of the ACs?
☐ Yes ☐ No

2. Provided each member of each AC with appropriate training materials?
☐ Yes ☐ No

3. Permitted the use of Title I funds for expenses associated with such training, including expenses associated with attendance of such members at training sessions?
☐ Yes ☐ No

N. Have parents of children participating in a Title I funded program been permitted to participate in the establishment of such programs, been informed of and permitted to make recommendations with respect to, the instructional goals of the program and the progress of their children in the program and have such parents been afforded opportunities to help their children in achieving such goals?
☐ Yes ☐ No

O. Exceptions

Explain any "no" responses given to questions D thru N. Use attachments if necessary.

P. Recommendations

List any specific recommendations made by District Advisory Council. Use attachment if necessary.

Q. DAC Chairperson Statement

I, THE UNDERSIGNED CHAIRPERSON of the District Advisory Council, state that:

1. The DAC has reviewed the information and checklists of Part 3, items A through O, and
2. I believe the information given to be accurate and complete.
3. The DAC desires to make a further statement
   - ☐ Yes *Statement is attached*
   - ☐ No

ACCORDINGLY, I HAVE SIGNED BELOW

Name of DAC Chairperson *Please Type*	Signature	Date

Address (Street, Route or Box No., City, Zip)	Telephone [(Area) Number]

4. PRIVATE SCHOOL INVOLVEMENT

See instructions, pages 22 and 23

A. Are there private schools in the district?

☐ No, Signature of Authorized Representative _____ Date _____

☐ Yes

Does the private school(s) wish to participate in the Title I program?

☐ No, ●*Obtain letter from each private school representative indicating that they have been asked to participate in planning the program but are not interested; maintain on file.* Summarize reason(s) for refusal to participate.

●*Provide documentation supporting the genuine opportunity to participate which was made available to the private school(s).*

☐ Yes, *Explain any "no" response to the following statements in item 8 below.*

1. Are the private school(s) represented on the Title I Advisory Council?
   ☐ No ☐ Yes
2. Did private school representatives help identify children eligible for the Title I program?
   ☐ No ☐ Yes
3. Did private school(s) contribute to the assessment of the special educational needs of identified children?
   ☐ No ☐ Yes
4. Were private school representative(s) involved in the planning of the Title I program as it effects eligible private school children?
   ☐ No ☐ Yes
5. Were Title I guidelines, previous projects and evaluation summaries made available to private school representative(s)?
   ☐ No ☐ Yes
6. Is the Title I instructional program for private school children comparable to that conducted in the public school?
   ☐ No ☐ Yes
7. Do private school children to be enrolled in the program reside in school district attendance areas that are eligible for the Title I program?
   ☐ No ☐ Yes

8. Explanation of "no" responses given to statements 1 thru 7.

Private School Representative who verified responses given in statements 1 thru 7	Position
Address (Street, City, Zip)	Telephone [(Area) Number]
Signature of Private School Representative	Date
Signature of Authorized Representative Giving Assurances	Date

4. PRIVATE SCHOOL INVOLVEMENT (Cont'd.)

9. Title I Service to Private School children *Describe this service for each project center by commenting on each of the following topics.*

- Extent to which the representative was involved in planning service for private school children
- The plans for continuing involvement of private school representative during the operation of the program
- The services to be provided private school children (i.e., daily and weekly schedule, Title I staffing, facilities, etc.)
- If expenditure for educational services and arrangements are not equal to those in the public school, explain why.

SECTION III PROGRAM BUDGET

I. IDENTIFICATION *See Instructions, Pages 24 thru 28*

Co. Code	LEA Code	Applicant Agency	Project No.	Project Period Start	Project Period End	Student Dates Start	Student Dates End

2. BUDGET SUMMARY

Line No.	Obj. Code	Function Code	Item	Initial Budget	1st Revision	2nd Revision	For DPI Use
01	100	100-000	Salaries – Instruction	$	$	$	
02	200s	100-000	Benefits – Instruction				
03	300s	100-000	Purchased Services – Instr.				
04	400s	100-000	Non-Capital Objects – Instr.				
05	530	100-000	Buildings Rental – Instr.				
06	540	100-000	Buildings Remodeling – Instr.				
07	550s	100-000	Equip./Vehicles – Add'l				
08	560s	100-000	Equip./Vehicles – Replace				
09	570s	100-000	Equip./Vehicles – Rental				
10		212-000	Social Work				
11		213-000	Guidance				
12		214-000	Health Services				
13		215-000	Psychological Services				
14		217-000	Attendance Services				
15		220-000	Instructional Staff Services				
16		239-000	Administration				
17		252-000	Fiscal				
18		253-000	Operation of Plant				
19		256-000	Pupil Transportation				
20		257-000	Food Service				
21		262-000	Systemology				
22		264-000	Staff Services				
23		270-000	Insurance & Judgments				
24		410-000	Interfund & Intergov. Transfers				
25			Total Direct Costs	$	$	$	
26	Source Code	Function Code	Source				
27	260	000-000	Sales (Non-Capital)				
28	340	000-000	Payments for Services				
29	390	000-000	Other Inter-Dist. Trsfr.-Wis.				
30	860	000-000	Sales (Capital)				
31	964	000-000	Insurance				
32	971	000-000	Refund-Aidable				
33			Total Source	$	$	$	
34			Net Cost (Line 25 minus Line 33)				
35			Approved Indirect Cost _____ %				
36			TOTAL PROJECT BUDGET	$	$	$	

3. PAYMENT SCHEDULE

Period	Initial	Revision	Revision	Period	Initial	Revision	Revision
1. July & Aug.	$	$	$	7. Feb.			
2. Sept.				8. Mar.			
3. Oct.	$	$	$	9. Apr.	$	$	$
4. Nov.				10. May			
5. Dec.				11. June			
6. Jan.	$	$	$	12. July & Aug.	$	$	$
				TOTAL	$	$	$

4. AVAILABLE FUNDING

Current FY Grant Award	$
Estimated Carryover	
Other *Specify*	
TOTAL	$

For DPI Use

Sources of Approved Funds	Initial	Revision	Revision
Current FY Grant Award	$	$	$
Carryover			
Carryover Reallocation			
Current Reallocation			
TOTAL	$	$	$
Approval Date			

III. PROGRAM BUDGET

See Instructions, pages 25 thru 28

B. BUDGET DETAIL BY OBJECT AND FUNCTION

Fill in the function code in the headings for column f thru j and breakout costs by function. Refer to detailed instruction.

a. Obj. Code	b. Name of Item *Place an asterisk (*) after Summer School Staff and items.*	c. Staff Code	d. FTE	e. % Empl. Title I	*Specify function code.* f. ____	g. ____	h. ____	i. ____	j. ____	k. Total
					$	$	$	$	$	$

III. PROGRAM BUDGET

See Instructions, pages 25 thru 28

5. BUDGET DETAIL BY OBJECT AND FUNCTION (continued)

Fill in the function code in the headings for columns f thru j and breakout costs by function. Refer to detailed instructions.

a. Obj. Code	b. Name of Item *Place an asterisk (*) after Summer School Staff and items.*	c. Staff Code	d. FTE	e. % Empl. Title I	Specify function code. f. _____	g. _____	h. _____	i. _____	j. _____	k. Total
					$	$	$	$	$	$

6. SUPPLIES, MEDIA AND EQUIPMENT (Cont'd.)

See Instructions, page 29

A. 410 Supplies - Instruction

List instructional supplies by category

CATEGORY OF MATERIAL AND SUPPLIES	PROGRAM PHASE	AMOUNT
		$

B. 430's Media - Instruction

ITEM	QUANTITY	UNIT COST	TOTAL	PROGRAM PHASE
		$	$	
			86	

6 SUPPLIES, MEDIA AND EQUIPMENT (Cont'd.)

See Instructions, page 26

C. 550's Equipment Instruction

ITEM	QUANTITY	UNIT COST	TOTAL	PROGRAM PHASE
		$	$	

7. JUSTIFICATION OF BUDGETED COSTS

See Instructions page 29

Write a brief explanatory statement of purpose for each account listed below which is included in the project budget. Use attachments only when necessary. State clearly the relationship of the service to Title I participants' needs.

300	100-000	Purchased Services – Instr.
400	100-000	Non-Capital Objects – Instr.
530	100-000	Buildings Rental – Instr.
540	100-000	Buildings Remodeling – Instr.
550	100-000	Equip./Vehicles – Add
560	100-000	Equip./Vehicles – Replace
570	100-000	Equip./Vehicles – Rental

212-000	Social Work
213-000	Guidance
214-000	Health Services
215-000	Psychological Svc.
217-000	Attendance Services
220-000	Instructional Staff Services

239-000	Administration
252-000	Fiscal
253-000	Operation of Plant
256-000	Transportation
257-000	Food Service
262-000	Systemology
264-000	Staff Services
270-000	Insurance & Judgments
410-000	Interfund & Intergovernmental Transfers

APPENDIX B

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ESEA TITLE I ANNUAL EVALUATION
P.L. 89-10, as amended
PI 1751 (Rev. 3-80)

REGULAR SCHOOL TERM ONLY PROGRAM:
Submit 2 copies by JUNE 15.

YEARLONG/SUMMER ONLY PROGRAMS:
Submit 2 copies by AUGUST 15 to:
WIS. DEPT. OF PUBLIC INSTRUCTION
ESEA TITLE I EVALUATION OFFICER
125 SOUTH WEBSTER STREET
MADISON, WI 53702

Refer any questions concerning evaluation to ESEA Title I Evaluator (608) 266-3515

School Year 19 to 19

Name of Authorized Title I Representative | Telephone [(Area) Number]

Address (Street, City, State, ZIP) | Signature of District Administrator

Legal Name of School District | District Project Number 1 –

Was program contractually administered?
1 ☐ No
2 ☐ Yes, *Specify Title I Service Center*

No. of public school attendance areas
a. With students eligible for Title I services
b. Whose students received Title I services

I. TITLE I STAFF TRAINING

TITLE I AND NON-TITLE I STAFF WHO RECEIVED LOCALLY SPONSORED TITLE I FUNDED TRAINING DURING PROJECT YEAR

Job Classification	No. of Title I Paid Staff	Total Hours of Inservice	No. of Non-Title I Paid Staff	Total Hours of Inservice
Administrative Staff				
Teachers				
Teacher Aides				
Curriculum Specialists				
Other *Specify*				

II. PARENT ACTIVITY INFORMATION

A. Advisory Councils

1. No. of *elected* members of a school advisory council who:
   a. Were parents of Title I public school students — Distr. Level | Bldg. Level
   b. Were parents of Title I private school students — Distr. Level | Bldg. Level
   c. Recieved training *(not necessarily Title I funded)* related to school advisory council activities — Distr. Level | Bldg. Level

2. Did the LEA expend Title I funds for advisory council acitvities
   ☐ No ☐ Yes

B. Parent Activities

1. No. of parents of Title I students who: *Count a parent only once.*
   a. Participated in project planning, implementation, and/or evaluation
   b. Worked as volunteers *in* the Title I classroom
   c. Worked as volunteers in Title I activities *outside* the Title I classroom (e.g., chaperoned activities, provided transp., etc.)

2. No. of parents not included in item B 1. (e.g., parents of non-Title I students) who were involved in 1 or more Title I activities listed in item B 1. a thru c. *Unduplicated count*

3. Mean no. of persons *(including but not limited to parents of Title I and non-Title I students)* who attended school advisory council meetings: District Level | Building Level

I HEREBY CERTIFY that the information contained in Section II is true and correct to the best of my knowledge.
Signature of District-wide Advisory Council Chairperson | Date

III. TITLE I PARTICIPANTS AND STAFF

A. Number of Title I Participants (Unduplicated Count)

Report each student by operational period only once regardless of how many Title I services he/she received or whether student was both pre- and post-tested.

Grade	Regular School Term			Yearlong Program			Summer School Only		
	Public	Private	Local N or D	Public	Private	Local N or D	Public	Private	Local N or D
Pre-K									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
TOTAL									

B. Race/Ethnic Data (Unduplicated Count)

Group	No. Served		
	Reg. Term	Yrlong	Summer
Amer. Indian/ Alaskan Native			
Asian or Pacific Islander			
Black			
Hispanic			
White	90		

C. Participants served by Instructional Service Area and Institutional Designation (Duplicated Count)

Area	Regular School Term			Yearlong Program			Summer School Only		
	Public	Private	Local N or D	Public	Private	Local N or D	Public	Private	Local N or D
Reading									
Reading/ Language Arts									
Mathematics									
Limited-English Speaking									
Pre-Kindergarten									
Kindergarten									91
Other *Specify*									

III. TITLE I PARTICIPANTS AND STAFF (continued)

D. Participants Served by Supportive Service Area and Institutional Designation (Duplicated Count)

Indicate no. of students (duplicated count) by type of Title I service received

Area	Regular School Term			Yearlong Program			Summer School Only		
	Public	Private	Local N or D	Public	Private	Local N or D	Public	Private	Local N or D
Attendance, Social Work, Guidance and Psychology									
Health, Nutrition									
Pupil Transportation									
Other *Specify*									

E. Full-Time Equivalents* (FTE) by Job Classification

Report total amount of time spent on Title I activities by persons whose salaries were paid at least in part with federal Title I funds. Each person should be counted only once based on job classification in which he/she spends the majority of time.

Job Classification	Regular School Term FTE*	Yearlong Program FTE*	Summer School Only FTE*
Administrative Staff			
Teachers			
Teacher Aides			
Curriculum Specialists			
Staff Providing Supportive Services			
Clerical Staff			
Other *Specify*			

**Compute FTE in the following manner and express this number to the nearest tenth:*

$$\text{FTE} = \frac{\text{hours per week spent on activity}}{\text{hour per week considered full-time for that activity}}$$

District Project Number

	1	–				

IV. ACHIEVEMENT DATA AND PROJECT CHARACTERISTICS

Complete a separate page for each phase, operational period, and test interval.

1. No. of Title I students with Pretest and Posttest scores who attended private schools (grades 2-12 only)

2. Phase (check only one)

- ☐ Reading
- ☐ Reading/Lang. Arts
- ☐ Math
- ☐ Pre-Kindergarten
- ☐ Kindergarten

3. Operational Period (check only one)

- ☐ Regular School Term Only
- ☐ Yearlong
- ☐ Summer Only

4. Test Interval (check only one, omit for Summer School)

- ☐ Spring-Spring
- ☐ Fall-Spring
- ☐ Fall-Fall

5. Evaluation Model

- ☐ A-1
- ☐ Other *Specify*

6. Total Phase Expenditure:

$ .00

7. No. of Weeks of Project Operation

Wks.

8. Achievement Data

Omit for Summer School

Grade	a. Project Setting	b. Avg. Hours of Instruction per Student per Day *nearest tenth*	c. Total Hours	d. Avg. No. of Days Absent per Student *nearest tenth*	e. Student to Staff Class Ratio	f. Membership	g. No. of Students Pretested & Posttested	h. Average Pretest NCE	i. Average Posttest NCE	j. Average NCE Gain	k. Test Code *	l. Test Edition	m. *Check if* Student Tested Out-of Level
Pre-K					:			For all Pre-K, K, 1 and Summer School Participants submit *objective* evaluation data *See instructions*					
K					:								
1					:								
2					:							19 —	
3					:							19 —	
4					:							19 —	
5					:							19 —	
6					:							19 —	
7					:							19 —	
8					:							19 —	
9					:							19 —	
10					:							19 —	
11					:							19 —	9
12					:							19 —	

*Use of a commercially or locally developed test other than those listed in instructions requires prior written approval.

SECTION V

ACHIEVEMENT DATA AND PROJECT CHARACTERISTICS

Information in this report is to be maintained in district records for five years and should be gathered by phase for all Title I instruction.

INSTRUCTIONS: Use the following codes and definitions to complete the information requested.

Items 1-7 — The information required in items 1 through 7 is self-explanatory.

Item 8

Column	*Heading*	
a.	Phase Setting Code:	1 - Regular Classroom: At least 75% of Title I-funded instruction occurs in the regular classroom of the Title I participants. 2 - Pull-Out. At least 75% of Title I-funded instruction occurs outside the regular classroom of the Title I participants. 3 - Laboratory. At least 75% of Title I-funded instruction occurs outside the regular classroom *and uses machines primarily or exclusively for instruction.* 4 - Regular Classroom and Pull-Out. About equally divided between these two settings. 5 - Regular Classroom and Laboratory. About equally divided between these two settings. 6 - Pull-Out and Laboratory. About equally divided between these two settings. 7 - Other.
b.	Average Hours of Instruction per Student per Day:	Average number of Title I-funded hours of instruction available to a single Title I participant in a typical day. *Report to one decimal place.*
c.	Total Hours:	Total hours of Title I-funded instruction available to a student. Multiply the Average Hours of Instruction per Student per day by the number of days during which the average student in the project received instruction. *Report to one decimal place.*
d.	Average Number of Days Absent per Student:	Average number of days absent from Title I class. Total all days students were absent from Title I class and divide by number of students. *Report to one decimal place.*
e.	Student to Staff Class Ratio:	The ratio of Title I students receiving instruction to Title I staff *from the student's viewpoint.* For example, if one instructor tutors 15 students a day but sees them one at a time, the Student to Staff Class Ratio is 1 to 1, *not* 15 to 1.
f.	Membership:	The number of students enrolled in the phase as of the tenth day on which it met. Membership is determined by adding the total number of students present and the total number absent.
g.	Number of Students: Pretested and Posttested:	The number of students who were both pretested and posttested for Title I evaluation.
h., i., j	Average Pretest, Posttest and NCEs Gain:	The weighted average pretest, posttest, and gain scores in Normal Curve Equivalents (NCEs). *This information is available in Section IV of the Worksheet.*
k., l.	Test Code and Year:	Record the appropriate number for Test Code and the last two digits of the Year of the test edition used to determine the achievement test scores reported in NCEs.

Test Code	Test Name	Edition Year(s)
01	California Achievement Tests (CAT)	1970, 1977
02	Comprehensive Test of Basic Skills (CTBS)	1968, 1973
03	Nelson Reading Skills Test (NRST)	1977
04	Gates-MacGinitie Reading Tests	1965, 1978
05	Iowa Tests of Basic Skills (ITBS)	1917, 1978
06	Scholastic Testing Service Ed. Devel. Series (STS)	1963, 1977
07	Metropolitan Achievement Tests (MAT)	1970, 1978
08	Peabody Individual Achievement Test (PIAT)	1970
09	Tests of Achievement and Proficiency (TAP)	1978
10	Sequential Tests of Education Progress (STEP)	1969, 1979
11	SRA Achievement Series (SRA)	1971, 1978
12	Stanford Achievement Test (SAT)	1973
13	Stanford Diagnostic Mathematics Test (SDMT)	1976
14	Stanford Diagnostic Reading Test (SDRT)	1976
15	CIRCUS (CIRCUS)	1976
17	Another commercially developed test *Specify*	
18	A locally developed test *Specify*	

Note: Use of a commercially or locally developed test other than those named above requires prior written approval. Evaluation procedures described in this form should be consistent with evaluation procedures described in the Title I application.

m.	Out-of-Level Testing	Check if any students were tested out-of-level — that is, if they were administered a test other than that normally recommended by the test publisher for students in their assigned grade.

Special Instructions for Pre-Kindergarten, Kindergarten, First Grade, and Summer School Only

1. If your Pre-Kindergarten, Kindergarten, or First grade program is part of a phase (reading, math, reading/language arts) which also serves students in grades 2 through 12, report their data in Part IV (Achievmt Data) columns a through g, on the same *Achievement Data and Project Characteristics* page as that phase.

   In addition, a narrative report must be submitted which indicates the test used and the results of the pre-test and post-test. NCE scores are not required.

2. If your Pre-Kindergarten, Kindergarten, or Summer School program is a separate phase, complete a separate *Achievement Data and Project Characteristics* page.

   In addition, a narrative report must be submitted which indicates the test used and the results of the pre-test and post-test. NCE scores are not required.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I ACHIEVEMENT DATA WORKSHEET
PI-1759 (Rev. 6-81)

INSTRUCTIONS: Submit 1 copy for each different test (refer to list provided in instructions) used in the district to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ESEA TITLE I EVALUATION OFFICER
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

Compute NCEs on a separate worksheet (Section I - III) for each different combination of test levels used. (See page 3, Section IV.)

Posttest Grade Level *One per page*	District Project No. 1–
Buildings	Subject Area *Check one* ☐ Reading ☐ Reading/Lang. Arts ☐ Math

SECTION I TEST IDENTIFICATION

Test Name _____ Year of Test Edition: 19___

Subtest Score Reported for Title I Evaluation _____

Test Administration Dates	PRETEST Month	PRETEST Day	PRETEST Year	POSTTEST Month	POSTTEST Day	POSTTEST Year
Test Form Administered						
Test Level(s) Administered						

SECTION II STUDENT TEST SCORES

Report scores only for students with both pre-test and post test results.	PRETEST SCORES		POST TEST SCORES	
Test Level(s) Used				
Raw Score-Standard Score Conversion Table(s) Required				
STUDENT ID NUMBER	RAW SCORES	STANDARD SCORES	RAW SCORES	STANDARD SCORES
01				
02				
03				
04				
05				
06				
07				
08				
09				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
STANDARD SCORE SUMS				

SECTION III NCE COMPUTATION

	PRETEST	POSTTEST
Assigned Grade Level(s)		
Norms Booklet(s)		
Norms Tables		
1. Number (N) of students pretested & posttested	N =	
2. Standard Score Sums from Section II		
3. Average Standard Scores (to nearest whole numbers) [item 2 ÷ item 1]		

DO YOU HAVE STANDARD SCORE TO PERCENTILE TABLES?

If yes, go on to Steps 5, 6 and 7.
If not, do Steps 4, 5, 6 and 7.

4. Equivalent Average Raw Scores		
5. Percentile Rank Scores		
6. NCE Scores		

7. NCE GAIN = POSTTEST NCE - PRETEST NCE

[If the result is less than zero, enter a minus sign (-) in the box.] ☐

MODEL A-1 TEST SCORE CONVERSION PROCEDURES

The Model A-1 Evaluation Worksheet for Title I Achievement Data illustrates the step-by-step procedure for converting individual student raw scores to NCE Gains. The process is identical for most of the norm-referenced achievement tests commonly used in Title I evaluation.

Sections I to III appear on the first page of the worksheet to facilitate collection of classroom-level results. Use a separate copy of Sections I to III for each grade level.

In Section IV you combine classroom-level NCE Gains from different groups of Title I participants into grade-level NCE Gains for the district.

SECTION I TEST IDENTIFICATION

List the complete name, year of test edition, and name of the subtest score reported for Title I evaluation. This is especially important to avoid confusion among tests with similar names. Also indicate the Test Form and Level(s) administered to students whose scores are to be reported in Section II, and give the dates (month/day/year) on which these students were given the Title I evaluation pretest and posttest.

Do not mix groups of students who completed different combinations of pretest-posttest test levels on a single page. For example, use two pages to report the scores of your students if all took the same level for the pretest, but half took Level A and half Level B for the posttest.

SECTION II STUDENT TEST SCORES

In this section you convert each student's pretest and posttest raw scores to a common scale, or standard score. Test publishers give their standard scores different names, but all are designed to permit you to average scores from different groups of students.

Begin by indicating the test level(s) students were given for the pretest and posttest and name the raw score-to-standard score table(s) required for Section II. Then, using the appropriate table, convert each pretest raw score to a standard score and convert each posttest raw score to its corresponding standard score. Be careful to check that you are using the correct test manual, table, page number and columns for each step in this process.

When all the scores have been converted, add up the pretest and posttest standard scores. These sums will be used in Section III.

SECTION III NCE COMPUTATION

The purpose of this section is to compute the NCE Gain for the students whose scores are reported in Section II. If you have standard score-to-percentile tables for your test, you should complete steps 1-3 and 5-7 as shown below. If not, do all seven steps in Section III.

1. Count the number of students with <u>both</u> pretest and posttest scores in Section II. Note that only these students' scores should be included in the standard score sums.

2. Record the standard score sums from Section II.

3. Compute the average pretest and posttest standard scores to the nearest whole numbers by dividing each sum in Step 2 by the number of students counted in Step 1.

DO YOU HAVE STANDARD SCORE-TO-PERCENTILE CONVERSION TABLES FOR YOUR TEST?

YES

SKIP DIRECTLY TO STEP 5

5. Find the Standard Score-to-Percentile tables which correspond to your students' <u>assigned grade level</u> at the time of the pretest and the posttest. Use these tables to convert the average standard scores from Step 3 to pretest and posttest percentile rank scores.

NO

4. Find the Raw Score-to-Standard Score table for the test level which corresponds to your students' <u>assigned grade level</u> at the time of the pretest and the posttest. Use the table(s) to convert the average standard scores from Step 3 to equivalent raw scores.

5. Find the Raw Score-to-Percentile tables for the test level which corresponds to your students' <u>assigned grade level(s)</u> at the time of the pretest and the posttest. Convert each equivalent raw score from Step 4 to a percentile rank score.

6. Use the Percentile Rank to Normal Curve Equivalent (NCE) table enclosed with this worksheet to convert the pretest and posttest percentile rank scores to NCEs.

7. Compute the NCE Gain by subtracting the Pretest NCE from the posttest NCE. If the result is less than zero, enter a minus sign (-) in the box provided.

SECTION IV. COMBINED IN-LEVEL AND OUT-OF-LEVEL NCEs

If students in a grade level and phase are tested with different combinations of in-level and out-of-level testing, this section must be completed. Complete a separate page for each combined grade level, subject area and building (if calculated separately.)

District Project No.	Phase Name	Building	Subject Area *Check one* ☐Reading ☐Reading/Lang. Arts ☐Math		Grade Level
Testing Combinations	1. No. of Students Pretested & Post-tested (N) *From Sect. III, Item 1*	2. Average Pretest NCE *From Sect. III, Item 6*	3. (N) X Pretest NCE *Col. 1 x Col. 2*	4. Average Post-test NCE *From Sect. III, Item 6*	5. (N) X Post-test NCE *Col. 1 x Col. 4*
Students Pre- and Post-tested In-Level					
Students Pretested In-Level and Post-tested Out-of-Level					
Students Pretested Out-of-Level and Post-tested In-Level					
Students Pre- and Post-tested Out-of-Level					
TOTAL		[redacted]		[redacted]	

NCE GAIN COMPUTATIONS *These NCEs are to be reported in columns h,i,j of the "Achievement Data and Project Characteristics," Section E of the Evaluation form, or used in Section V (below) if calculated by building.*	6. Weighted Pretest NCE *Col. 3 Total ÷ Col. 1 Total*	7. Weighted Post-test NCE *Col. 5 Total ÷ Col. 1 Total*	8. Weighted NCE Gain *Item 7 – Item 6*

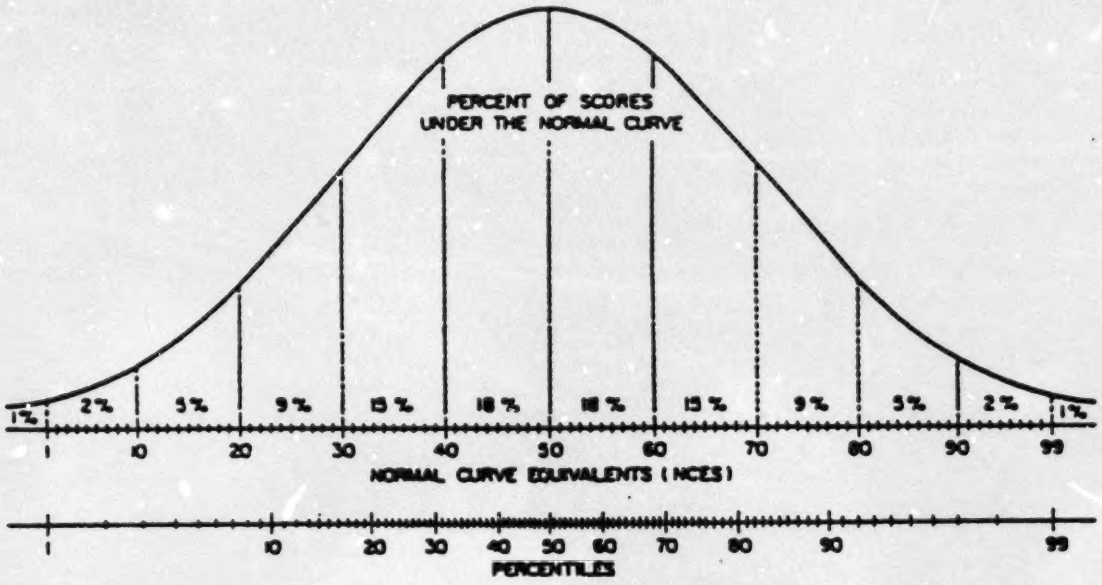
SECTION V. COMBINED BUILDING NCEs

If NCEs are calculated by building, this section must be completed for each grade level and phase. Complete a separate page for each combined grade level and subject area.

District Project No.	Phase Name		Subject Area *Check one* ☐Reading ☐Reading/Lang. Arts ☐Math		Grade Level
1. Building	2. No. of Students Pretested and Post-tested (N) *From Sect. III, Item 1*	3. Average Pretest NCE *From Sect. III, Item 6 or Sect. IV above, if combined*	4. (N) X Pretest NCE *Col. 2 X Col. 3*	5. Average Post-test NCE *From Sect. III, Item 6 or Sect. IV above, if combined*	6. (N) X Post-test NCE *Col. 2 X Col. 5*
TOTAL		[redacted]		[redacted]	

NCE GAIN COMPUTATIONS *These NCEs are to be reported in columns h,i,j of the "Achievement Data and Project Characteristics," Section E of the Evaluation form.*	7. Weighted Pretest NCE *Col. 4 Total ÷ Col. 2 Total*	8. Weighted Post-test NCE *Col. 6 Total ÷ Col. 2 Total*	9. Weighted NCE Gain *Item 8 – Item 7*

PERCENTILE TO NORMAL CURVE EQUIVALENT (NCE) CONVERSION TABLE



CONVERSION TABLE

(percentile to Normal Curve Equivalent)

%ile	NCE	%ile	NCE	%ile	NCE	%ile	NCE
1	1	26	36	51	51	76	63
2	7	27	37	52	51	77	64
3	10	28	38	53	52	78	66
4	13	29	38	54	52	79	67
5	15	30	39	55	53	80	68
6	17	31	40	56	53	81	68
7	19	32	40	57	54	82	69
8	20	33	41	58	54	83	70
9	22	34	41	59	55	84	71
10	23	35	42	60	55	85	72
11	24	36	42	61	56	86	73
12	25	37	43	62	56	87	74
13	26	38	44	63	57	88	75
14	28	39	44	64	58	89	76
15	28	40	45	65	58	90	77
16	29	41	45	66	59	91	78
17	30	42	46	67	59	92	80
18	31	43	46	68	60	93	81
19	32	44	47	69	60	94	83
20	32	45	47	70	61	95	85
21	33	46	48	71	62	96	87
22	34	47	48	72	62	97	90
23	34	48	49	73	63	98	93
24	35	49	49	74	64	99	99
25	36	50	50	75	64		